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AUTHOR Ryan, T. Antoinette; And Others
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ABSTRACT

Coordination of counselor education and supervision is one of the major issues demanding immediate attention. Various background aspects are discussed: (1) the need for counseling supervision, (2) the function of counseling supervision, (3) the goals of supervision, (4) the status of supervision, and (5) the purposes of this study. Included in this last point are the congruence of supervision in practice now and the ideal, and the articulation between supervision in counseling preparation and on-the-job counseling. While much has been written on supervision, there is little agreement on function and technique. Various research studies are cited. Instruments were developed by a Committee on Counselor Effectiveness and sent to 2,000 members of the Association of Counselor Education and Supervision. Of the 2,000 sent, 613 were returned. After analyzing the data, six recommendations were presented, including: (1) the qualifications of supervision competencies be made more explicit, and (2) that supervisors be required to have training in supervision. Complete data is included, as well as bibliographies at the end of each section. (Author/KJ)

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COMMITMENT TO ACTION IN SUPERVISION:

REPORT OF A NATIONAL SURVEY OF COUNSELOR SUPERVISION

Association for Counselor Education and Supervision

Committee on Counselor Effectiveness

T. Antoinette Ryan, Chairman

Ronald D. Baker

Garland M. Fitzpatrick

Ray E. Hosford

Presented at meeting of American Personnel & Guidance Association

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UNIVERSITY OF HAWAII
Education Research and Development Center
Wist Hall Annex 2-Room 124
1776 University Avenue
Honolulu, Hawaii 96822

March 20, 1969

Dr. Gilbert D. Moore, President
Association for Counselor Education
and Supervision
124 Hayes Hall, SUNYAB
Buffalo, New York 14214

I am transmitting herewith report of a national survey of counselor supervision, prepared by the ACES Committee on Counselor Effectiveness, established in 1968 to identify ways by which improvement in counselor education and supervision might be achieved. The committee elected to limit study to supervision, considered to be one of the most critical variables relating to ultimate attainment of counselor effectiveness.

The report includes a statement of the problem of counselor supervision, survey of related literature dealing with counselor supervision, description of methodology employed in conducting the survey of counselor supervision in the fifty states, elucidation of findings of the survey, and recommendations for action. Committee members working with me on the report were Ronald D. Baker, Iowa State University, Garland M. Fitzpatrick, Connecticut State Department of Education, and Ray E. Hosford, University of Wisconsin.

T. Antoinette Ryan

T. Antoinette Ryan, Chairman
ACES Committee on Counselor Effectiveness

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COMMITMENT TO ACTION IN SUPERVISON: REPORT OF A NATIONAL SURVEY BY ACES COMMITTEE ON COUNSELOR EFFECTIVENESS*

Introduction

T. Antoinette Ryan
University of Hawaii

Purpose of ACES Committee on Counselor Effectiveness

Since its beginning nearly thirty years ago, ACES has been seeking ways to increase effectiveness of counselors. At the 1968 American Personnel and Guidance Association convention in Detroit, ACES President, Gil Moore appointed a Committee on Counselor Effectiveness. The committee was given the charge of studying the situation with regard to effectiveness of counselors, as a basis for producing guidelines for improving counselor education.

Translating the broad charge given to the committee into study objectives, was guided by consideration of constraints and limitations. Two uncontrollable constraints, time and money, led to the conclusion that the study would of necessity have to be limited to a specific variable related to counselor effectiveness, rather than a large-scale total assessment project comparable to the teaching effectiveness studies (Ryans, 1960; Flanders, 1960).

The ACES Committee on Counselor Effectiveness was comprised of T. Antoinette Ryan, Professor, Committee Chairman, University of Hawaii, Honolulu, Hawaii; Ronald D. Baker, Assistant Professor of Education, Iowa State University, Ames, Iowa; Garland M. Fitzpatrick, Connecticut State Department of Education, Hartford, Connecticut; and Ray E. Hosford, Ass't Professor, University of Wisconsin, Madison, Wisconsin.

The committee acknowledged the need for research aimed at idenitfying and defining, experimentally manipulating variables relating to counselor effectiveness (Swain, 1968), and recognized the need for finding out what conditions and combinations for learning "how-to-counsel" result in what kinds and quality of experiencing by trainees; what kind and quality of experiencing lead to what behaviors on-the-job as counselors; and what behaviors on-the-job as school counselors result in what outcomes in behaviors of counselees. The initial task of the committee was to decide which aspect of counselor effectiveness would be the object of investigation. The committee elected to study counselor supervision.

Selection of supervision as the object of study was based on two considerations: (1) There appeared to be little empirical information on counselor supervision; and (2) Supervision was unique among variables related to counselor effectiveness in that it theoretically at least extended over both preparation and practice.

Lack of information on counselor supervision

In reviewing programmatic research, Strowig and Farwell (1966) concluded that few studies had been reported which would give a basis for deciding how counselors could best be educated. Cash and Munger (1966) in reviewing research relating to counselors and their preparation pointed to a special need for research dealing with methods of supervision of counselors on-the-job, and noted lack of studies of changes in trainees related to specific supervision variables. Appleton and Hansen (1968) in analyzing status of supervision in guidance, concluded that supervisory relationships in guidance had received little if any attention, observing that most guidance departments had not instituted on-the-job supervision. Whether departments had failed to implement supervision or dimply had failed to report supervisory practices appears to be a moot question. Wrenn (1965) in taking a second look at the counseling situation pointed to coordination of counselor education and supervision as one of the major issues and challenges demanding immediate attention. Of the published information on counselor supervision, apparently little basic or empirical research concerning problems associated with supervision of counseling practicum, internship in the school, or role of supervisor has been reported. Cash and Munger (1966) concluded that "the scarcity of investigations in this area indicates the need for study of this important area of the counselor education program."

Counselor supervision during preparation and practice

Of all the variables relating to counselor effectiveness, supervision appears to be the only one which in theory, at least, extends over the entire time span from preparation through practice. Supervision is held to be part of the program of studies in counselor preparation (American Personnel and Guidance Association, 1967; Ohlsen, 1968). Historically, on-the-job supervision has been implemented by local district or state department personnel, at least for beginning counselors. The Standards for counselor preparation prescribe supervision by qualified school personnel during internship and first and/or second year counseling.

Selection of counselor supervision as object of study

In light of the apparent lack of information on counselor supervision, and the potential for influencing counselor effectiveness because of the long time span during which supervision is implemented, the committee selected supervision as the object of study. The first task was to define parameters of the supervision problem. Essentially the committee was interested in looking at the relationship between supervision and counselor effectiveness. To accomplish this mission it was necessary to establish a rationale for the study and to identify gaps in knowledge.

PROBLEM OF COUNSELOR SUPERVISION

T. Antoinette Ryan

Purpose of the study

The purpose of this study of counselor supervision was twofold: (1) to determine degree of congruence between supervision as it was being implemented and as it would be implemented under a concept of ideal supervision defined by counselor edcuators, counselors, local district and state department supervisors; and (2) to determine extent of articulation between supervision in counselor preparation and on-the-job supervision.

Background

Supervision is defined as a process of "seeing over", that is, overseeing through direction, inspection, critical evaluation, assistance, and decision-making to achieve implementation of intentions. Historical antecendents of counselor supervision are rooted in ancient times. Existence of the overseer in biblical days is documented in the Old Testament. Throughout the ages supervision has been implemented in military and governmental operations, and is practiced today in business, industry, and the professions. Throughout the ages, a primary function of supervisory intervention has been to implement intentions of the operating unit or organization, by achieving increased efficiency and productivity of supervisees.

Need for Counseling Supervision

Considerable support has been given to the position that there is need for supervision of counselors. "The importance of supervised counseling practice is seldom questioned. It has rapidly become accepted as an integral part of counselor education" (Hansen and Moore, 1966). As the practicum has come to play a central role in counselor education, supervision has emerged as one of the most critical phases in preparation of counselors (Davidson and Emmers, 1966).

The need for counselor supervision is implicit in the standards for preparation of counselors (American Personnel and Guidance Association, 1967; Ohlsen, 1968). The Standards for elementary and secondary counselors include supervised experience as one of the recommended requirements of adequate programs of counselor preparation. The Standards stipulate that supervised experiences must be provided as an integral part of the total counselor education program, including laboratory experiences in first and/or second years, and practicum in first and/or second years, with internship optional. The Standards specify that supervision is to be by well-qualfied staff, with adequate time and appropriate setting provided. According to the Standards supervised experiences should include observation and direct work with learners, parents, teachers, administrators, and others in the community, with all experiences satisfying ethical requirements.

Functions of Counselor Supervision

In the helping professions, supervision implements a protective function, as well as aiming to achieve operating efficiency. McCully (1963, 1966) pointed out that a profession entails a basic core of knowledge in some department of learning or science, specialized techniques, and application of knowledge and techniques to affairs of others to meet a social need. This carries a mandate for accountability, and prescribes that the welfare and wellbeing of the profession's beneficiaries will be preserved. Supervision in the helping professions is aimed at satisfying obligation for accountability as well as achieving professional goals. In education, supervision is implemented not only to increase teacher effectiveness, and thereby achieve improvement in pupil performance, but also to insure protection of learners from damage or threat to their wellbeing through teaching failures or faults.

Counseling supervision seeks to increase counselor effectiveness thereby increasing student educational, vocational, personal and social development, and to protect the wellbeing of counselees. Counselor supervision is conceptualized as a process of overseeing counselor trainees and counselors to improve their competencies and enhance their professional growth, thereby implementing intents or goals of counseling and satisfying professional obligations for accountability.

The purposes of supervision are implemented in tractive and dynamic consequences (Harris, 1964). Tractive outcomes are reflected in achievement of program continuity, maintenance of desirable level of program operation, promotion of minor changes, and resistance to pressures for major change. Dynamic outcomes are implemented in experimentation to achieve improved counseling through new and modified techniques, content, materials, and activities.

Goals of Supervision

The extent to which tractive and dynamic outcomes are realized depends in large measure on the extent to which counselors are afforded an opportunity to realize primary goals of supervision, that is, improvement in competencies, and enhancement to professional growth.

Counselor supervision contributes to professional growth

Altucher (1967) observed that counselors frequently need help in remaining open to their own experiences if they are to achieve professional growth. It often happens that early difficulties in implementing a counseling role derive from inexperience. Sometimes, this is a problem of moving from the reinforcing training environment to a work setting in which others on the staff do not reinforce "new ideas" of the neophyte counselor. Support must come from outside if the program of studies just completed by the beginning counselor is to be implemented in counseling practice. The supervisor is in a unique position of being able to give reinforcement for the counselor's behaviors. Without support from the outside, beginning counselors often tend to revert to "teaching roles" or take the line of last resistance and imitate ongoing patterns of behavior in the school, even though these may be contrary to the model of counselor behaviors promulgated by the training institution. Support from supervisors is especially critical in cases where counselors are assigned to inappropriate functions or their fellow counselors are reinforcing "noncounseling" behaviors and attitudes. Examination of purpose of counselor education indicates that the program is organized to help counselors separate themselves from institutionalized or formal learning and arrive at a point of professional self development and continual learning which can be carried on independently (Ekstein and Wallerstein, 1958).

One of the functions of counselor supervision to help the counselor learn to live a counselor's role, Olsen (1963) concluded that fulfilling this expectation requires supervised counseling experiences. Commenting on problems attendant upon trying to implement a new professional role, Olsen (1963) and Ohlsen (1967) looked to supervision as essential to the inexperienced counselor trying to cope with these issues. Olsen (1963) remarked that when counselor educators ask prospective counselors to give up certain attitudes and behaviors which were satisfying to them as teachers, the counselors must be helped to recognize and learn to cope with reinforcers of old behaviors and attitudes.

Ideally, prospective counselors should have reached a point of conceptualizing a counselor role by the time they are placed in a school. The chances for implementation of this role concept will be enhanced if they can be helped to get acquainted with other counselors in the system who are trying to implement similar roles, or receive direct reinforcement from the supervisor for role implementation. The more reinforcement the counselor receives, the more likely he is to internalize the behaviors and attitudes to which he was introduced in the counselor education program. Follow-up visits by the practicum supervisor can help a beginning counselor face and resolve problems he meets during early efforts to establish his professional role (Ohlsen, 1967).

Counselor supervision contributes to improvement of competencies

Supervision should lead to clarification and integration of principles and methods, achievement of a high degree of differentiation and integration of processes, improvement of attitude and skills, and an increase in knowledge of counseling (Clark, 1965). These outcomes can be obtained as the supervisor implements responsibilities for instruction, consultation, evaluation, and management (Arnold, 1962; Patterson, 1964; Peters and Hansen, 1963). One of the major outcomes to be expected from supervision is the integration of concepts learned in the classroom. It has been noted that counselors frequently have learned "about counseling" but not "how to counsel." Learning how to counsel means being prepared to implement responsibilities for appraisal, information, dissemination, placement, follow-up, evaluation, and counseling. It means being prepared to work effectively with parents and teachers (Appleton and Hansen, 1968).

Through supervision the counselor can be introduced to new sources of occupational information and new resources in the community. He can be helped in learning how to interpret test data and construct expectancy tables. He can learn how to develop new uses of tests and become familiar with innovative counseling techniques, media, and materials. Counselor supervision can help prepare counselor trainees for the practical tasks of the counselor role. One of the central purposes of counseling practicum and internship has been defined as development and application of generalizations to guide practice (Clark, 1964).

Counselor supervision contributes to Improvement of Counseling and Guidance Programs

An indirect outcome of supervision is improvement to the counseling and guidance programs. As supervisees grow professionally and become more competent in implementing their counseling roles, more effective program planning, im plementing and evaluating are achieved. As supervisors fulfill consultative responsibilities, the total program can be expected to benefit through improved planning and organizing, setting goals and objectives, identifying procedures and materials, and relating guidance to instructional goals of the school.

Status of Counselor Supervision

The concept of counselor supervision has been defined; the need for supervision has been justified, and functions and goals of supervision have been identified. To determine the status of counselor supervision requires consideration of four aspects of the supervision process: (1) objectives implementing process aims; (2) personnel involved in supervisory activities; (3) procedures and materials of supervision; and (4) outcomes of supervision.

1. Objectives of counselor supervision. The literature points to the primary purposes of supervision as developing improved competencies and enhancing professional growth of counselors, and secondarily, achieving improved counseling and guidance programs.

   Although purpose and basic aims give general directions to supervision functions, there appears to be a need for determining consensus on terminal performance behaviors of supervisees to implement supervision aims. The lack of behavioral objectives has been pointed up

(Schoch, 1966) as one of the problems in finding out if counselor preparation programs are providing kinds of experiences appropriate for improving ability of trainees to implement the counselor role.

2. Supervisory personnel. Review of literature indicates little in the way of current information about counselor supervision personnel. The most complete statement on responsibilities for supervision in counseling is contained in the recommendation carried in the Standards, that primary responsibility for all supervised experiences should be assigned to counselor education staff members, qualified school counselors, and/or graduate students. The Standards identify two characteristics of well-qualified supervisory staff: (1) having an earned advanced degree, preferably doctorate, in relevant academic field from an accredited institution; and (2) having had experience in counseling and related guidance activities. The Standards describe qualifications of school staff members supervising counselor candidates as two years graduate work in counselor education. Doctoral students supervising practicum experiences are to have "appropriate graduate work" and experience with school students. No provision is made for supervisors to have either training or experience in supervision.

The Standards present guidelines for supervision during the formal training years. No account is taken of the desirability nor of the kind or amount of supervision which should be implemented in on-the-job situations. Historically, the responsibility for on-the-job supervision has rested with local school district and state department personnel. There seems little evidence of objectives and procedures of on-the-job supervision, and little organized information on qualifications of personnel implementing this responsibility.

The behaviors for achieving effective supervision in counseling are not identified. In describing qualifications of supervisors, the Standards failed to take note of education or experience in supervision. By limiting supervisory qualifications to education and experience in counseling, an implicit assumption is made that "knowledge of and experience in counseling" makes for effective supervision. It is assumed that a graduate student, with no special knowledge of supervision theory and techniques, can implement effective supervision over his peers. This assumes the graduate student supervisor is competent in instructing, evaluating, administering, and consulting. It further assumes that he has acquired the behaviors requisite for effective supervision. On the face of it, these assumptions appear untenable.

There is no reason to believe that being employed for two years as a counselor or having a graduate degree in counseling is sufficient unto preparation of an effective supervisor. Research in industrial and military psychology clearly documents the thesis that supervision is characterized by a unique set of behaviors including specialized knowledge, skills, and attitudes related to the act of supervising (Bales, 1950, Bass and Coates, 1952; Bavelas, 1942; Benne and Muntyan, 1951; Borgatta, Couch, and Bales, 1954; Campbell, 1953; Fleishman, 1952; Gekoski, 1952; Guetzkow, 1951; Halpin, 1954; Kahn and Katz, 1953; Roff, 1950; Schein, 1954; Davis, 1964; Penfield, 1966). The concept of officer candidate training is predicated on the belief that supervisors are made, not born, that knowing about military maneuvers and equipment is not sufficient unto efficient supervision of men.

Studies of supervision have demonstrated that effectiveness, in terms of supervision objectives, is related to the degree to which supervision behavior variables are implemented. Studies have pointed to effectiveness of supervision as related to understanding human behavior (Guetzkow, 1951); knowledge of cultural, societal, and value factors and understanding principles of management (Bavelas, 1942; Benne and Muntyan, 1951; Fleishman, 1952; Campbell, 1953; Kahn and Katz, 1953; Schein, 1954); skill in utilizing principles of group dynamics (Schein, 1954; Halpin, 1954; Gekoski, 1953; Bales, 1950); using principles of behavior modification (Schein, 1954); and attitudes reflecting concern for the individual (Bavelas, 1942; Campbell, 1953; Fleishman, 1952).

Industrial research has revealed relationship between supervision approaches and productivity. Bales (1950) found that results of research do not consistently confirm the hypothesized superiority of democratic style over authoritarianism, but rather are qualified by situational factors. Mitsumi and Shirakashi (1966) in an experimental study of supervisory behavior on productivity found productivity to be a function of goal achievement and process maintenance variables, which, in turn, were related to supervision strategies. Yee (1967) studied the student teaching triad and found in study of interaction of attitudes between student teachers, college supervisors, and cooperating teachers that there was need for chesiveness and interaction in the student teaching relationship. The wealth of research on student teaching (Davis, 1964) points to the conclusion that effectiveness in supervision demands more than knowledge of the subject matter. Effective supervisors, in terms of behaviorally defined supervision goals, must be able to implement strategies and techniques of supervision, as well as knowing content of the subject in which they are supervising. Andrews and Farris (1967) in a study of ninety-four research scientists in twenty-one teams found that greatest innovation occurred under supervisors who knew technical details of their subordinates' work, and could critically evaluate and influence work goals. In view of the increasing pressures and demands being placed on counselors, it seems essential to implement continuing supervision if competent counseling skills are to be maintained, refined, revised, and integrated with new knowledge. Clearly, the Standards point to some desirable qualifications for some of the supervisory personnel in counseling, but fall far short of being adequate in identifying knowledge, skills, and attitudes required for effective supervision, and fail completely to take note of on-the-job supervision and the need for articulation between preparation and practice.

The picture of who is implementing the supervisory function during counselor preparation and in on-the-job counseling is not clear. Guidelines concerning qualifications of personnel during the preparation period, fail to cover on-the-job counselors, and preparation guidelines do not include supervision competencies among the qualifications. Finally, there is no indication of the extent to which the guidelines are being implemented, nor any indication of the extent to which supervisors are implementing supervision behaviors.

3. Procedures and activities of supervision. The literature refers to specific supervisory practices, such as videotape, confrontations, sensitivity training, instruction (Poling, 1964; Walz and Boeber, 1962; Johnston and Gysbers, 1966); and position papers on psychological orientations to supervision (Gysbers, 1963; Roeber, 1963; Waltz, 1963). However, as pointed up by Schoch (1966) the information on supervision techniques and procedures generally is not presented in relation to behaviorablly defined outcomes.

Four kinds of supervisory activity have been descirbed: (1) instruction, involving instruction of trainees and counselors on student appraisal, occupational information and dissemination, counseling, evaluation, research, and staff relationships; (2) consultation, involving support and counseling with trainees to help them develop and grow personally and professionally; (3) evaluation, involving assessment of weaknesses and strengths of counselor trainee and counselors; and (4) administration, involving program management, procurement of materials, assigning and selection of trainees, preparation of reports, making of management decisions (Arnold, 1962; Patterson, 1964; Peters and Hansen, 1963). The rationale for selection and use of these activities in terms of supervision goals is not clearly set forth in the literature. The conclusion reached by Walz and Roeber (1962) that there appears not to be an underlying rationale for supervision appears valid.

Research and development in counseling psychology, industrial and military science, and educational technology have produced a number of innovations in supervision, both in techniques and methods and in materials and media. There are videotapes, films, film-slideclips, film-tape synchronizations and simulation materials. Role-playing, group dynamics, and communication games have been tested. Interaction analysis, content analysis, and self evaluation have been demonstrated to be effective. The extent to which these techniques and materials were being used in supervision was not known.

There appears to be little information comparing the strategies of supervision implemented during training with those of on-the-job supervision. Information concerning the degree to which supervision in preparation is articulated with on-the-job supervision is lacking.

There is a need to find out the quantity and quality of supervisory activities, to determine the extent to which activities and materials of supervision are derived from a sound rationale. There is a critical need to determine the degree of articulation between supervision during training with on-the-job supervision.

4. Outcomes of supervision. Reports on outcomes of counselor supervision point to gaps in information. Studies have been reported on changes in attitudes and personality variables before and after supervised experiences (Baker, 1962; Webster, 1967; Dahmen, 1967). However, there is little along the lines of Schoch's (1966) study to indicate achievement of behaviorally defined goals through planned supervision intervention. The literature suggests that counselor supervision should lead to improved competencies and professional growth. It would be assumed that these outcomes would be implemented in changes in supervisee behavior, as manifested by increased knowledge, improved skills, and more favorable attitudes. There should be some kind of evidence of program improvement. It would be expected that acquisition of new knowledge or reorganization of knowledge, development of skills, integration of concepts and application of principles would be measurable. However, the literature is noticeably lacking in evidence of these kinds of outcomes. For the most part reports have concentrated on outcomes such as development of favorable attitudes or personal characteristics to implement counselor role.

   There is a need for outcomes to be related to behaviorally defined objectives, and for quantitative information to describe extent to which supervision goals are being achieved.

Lack of information on counselor supervision

Review of the literature reveals that supervision has been described in terms of broadly stated purposes and aims, functionally identified personnel, discrete techniques and procedures, and generally stated outcomes. However, major gaps in information on counselor supervision exist. The objectives of supervision were not clearly defined. Aims were not implemented in behaviorally defined objectives. There was no indication of who actually was implementing supervisory roles in counselor preparation and on-the-job counseling. There was some indication of "recommended qualifications" but it was not known to what extent these were being implemented. There was no evidence to suggest that recommended qualifications, in fact, were sufficient. Despite research evidence to document the need for supervisors to have specialized knowledge and skills of supervision, there was no indication that behaviors of supervisors implemented the needs for specialized knowledge and skills of supervision. There was lack of information on extent to which supervisors implemented a rationale in selecting materials and methods. The relationship between strategies and outcomes were not determined, and there was little information on the relation between outcomes and objectives. The extent of articulation between supervision during training and on-the-job supervision was not known.

The literature gives general ideas of purpose, but did not define behavioral objectives. The Standards state that there must be supervision by well qualified staff but do not stipulate supervisory qualifications. The literature does not tell who is supervising, how much supervising is being done, nor how competent in counseling and supervision the supervisors are. Research points up strategies and techniques, but there is no information to point to the extent strategies and techniques are being implemented generally in supervisory behaviors. Finally, status reports and position papers identify expected outcomes as improved competencies and enhanced professional growth, but the literature does not tell to what extent these are being implemented.

Clearly, there was a need for determining the "why," "who," "how," and "what" of counselor supervision. The importance of supervision in relation to achieving counselor effectiveness has been pointed up by the Standards for preparation of counselors, position statements of authorities in the field, and results of surveys and studies of counseling and counselors. The extent to which supervision is implementing its potential for contributing to counselor effectiveness needs to be determined. This study was undertaken in an attempt to satisfy this need.

Objectives and Purposes of Counselor Supervision Study

Rationale for the Study of Counselor Supervision. The rationale undergirding the plan for this study was derived from two assumptions. It was assumed that to determine the extent to which something is fulfilling its potential it is necessary to have baseline data describing what is going on, having a quantified picture of what would be happening under optimum conditions, and comparing what is taking place with what should be transpiring. It was assumed that the evaluation of the supervision process involve quantitatively comparing supervision practice with a yardstick of ideal supervision on four variables (1) purposes; (2) personnel; (3) procedures, and (4) outcomes.

1. *Purpose and Objectives of the Study of Counselor Supervision*. The purposes of this study were (1) to determine the degree of congruence between supervision as it is being implemented and a concept of ideal supervision as defined by counselor educators, counselors, local district and state department personnel; and (2) to determine extent of articulation between supervision in counselor preparation and on-the-job counseling.

In implementing the major goals, answers were sought to the following questions in relation to "actual" and "ideal" supervision under preparation and on-the-job conditions:

1. What is the purpose of supervision?
    a. What knowledge, skills, attitudes are expected to result?
    b. What program improvements are expected?
2. Who carries out supervision?
    a. What competencies do supervisors have in counseling and supervision?
3. How is supervision conducted?
    a. What techniques, materials, mdeia are used in supervision?
    b. To what extent is preparation and on-the-job supervision articulated?
4. What are the outcomes of supervision?
    a. What changes in counselors and programs have occurred?
    b. Are the changes related to objectives?

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RESEARCH RELATED TO COUNSELOR SUPERVISION

Ray Hosford

University of Wisconsin

A sparsity of research in the area of counselor supervision probably best describes the current situation. Little information exists as to the goals and activities of supervision and who is responsible for this important aspect of counselor training. This has been due, in part, to researchers in counseling focusing their efforts almost exclusively on counselor and client behavior giving little attention to the important role of the counselor supervisor. Counselor educators are generally left to their own devices in developing methods, procedures and techniques employed in the supervision aspects of counselor training.

Counseling practicums and internships have long been the pivotal and crucial areas of the counselor trainee's education. Considering the importance of this aspect of counselor training, it is ironical that so little research has been reported in the literature. Although many writers in counseling and guidance (e.g., Clark, 1965, 1967; Dreikurs and Sonstegard, 1966; Ekstein, 1964; Gysbers and Johnson, 1965; Hansen and Moore, 1966) have discussed the need for innovations in counseling supervision, few have employed research models to determine adequately the present situation. Studies are needed in which commonalities and differences in supervisor characteristics, goals of supervision and activities used in the process of supervision are assessed.

Supervisor Characteristics

Optiminal and minimal determinants of counselor supervisor status, experience, and the extent and type of training are yet to be determined.

The American Personnel and Guidance Association committee on professional training, licensing and certification (APGA, 1958) recommended in 1957 that counselor supervisors have the equivalent of a doctorate in counseling or a related area. The American Psychological Association (APA, 1963) suggests that the supervisor be a counseling psychologist with a strong background in psychology and with several years of on-the-job counseling experience.

Too many supervisors, Truax and Carkhuff (1967) contend are academicians, researchers and theoreticians rather than clinicians. Supervisory competencies have not been important criteria for selecting university faculty members who have assignments of supervising counselors' practicum and field experiences. By hiring professors without regard to their supervisory training and skills, university counselor education programs subordinate training and supervision to a minor part of the total program. In many universities supervision of the practicum experiences is assigned to doctoral students with no training or experience in supervision.

Roeber's (1962) report on the standards in counselor education suggests counselor supervisors can be divided into five groups. The top one would be that of counselor education staff members with earned doctorates, counseling experience, and active involvement in professional organizations. Full time supervisors with a minimum of two years of graduate study, part time staff members with two or more years of graduate training, advanced graduate students supervised by a staff member and advanced graduate students working without supervision were listed as the other main categories in which most supervisors might be placed.

Whether having a doctorate degree in counseling is necessary for performing supervisory duties has not been determined. Smith (1962) argues the assumption that a doctorate is necessary for supervision is not tenable.

Having knowledge of and experience in counseling does not insure competency in supervision. He implies that supervision requires skills other than instructing, consulting, and evaluating.

The amount of actual counseling most supervisors have and the total amount of experience needed as a prerequisite for supervision similarly has not been determined. Walz et al. (1963) suggest that counseling and supervising are not necessarily the same. They contend that because one can develop a good counseling relationship it is not necessarily true that he can also develop a good supervisory relationship. Harren (1967) as did Roeber (1963) questions whether the supervisor's counseling behavior can be transferred directly to the supervision situation.

On the other hand, Truax and Carkhuff (1967) contend that counseling supervisors have too little therapeutic competency. They point out that supervisors tend to favor areas other than supervision. This observation is supported by Riccio's (1965) ACES members' major interest areas survey. The 746 respondents reported greatly more interest for other counselor training categories than for practicum. This fact implies that supervisors' other interests lead them away from extensive involvement in practicum and counselor field experience.

Among other supervisory attributes receiving attention in the literature are the importance of relevant teaching experience (Houghton, 1967), prior training in supervision (Boy and Pine, 1966; Hansen and Stevic, 1967), and the theoretical orientation of the supervisor (Clark, 1965; Rogers, 1956; Dreikurs and Sonstegard, 1966). While Dreikurs and Sonstegard (1966) contend that supervision, as counseling, must be based on a theoretical model, others (e.g., Boy and Pine, 1966; Lister, 1964; Shaw 1961) question whether adherence to specific counseling orientations, e.g., Adlerian, does not bias the supervisor's behavior.

Assumptions from which many writers have based their postulations on the need for specific kinds of counselor supervisors' training and experience are not always clear. Nor are they formulated from any momological network of research findings. Two recent extensive reviews (Congram, 1968; Gross, 1968) conclude that while the practicum and field experience are the most important aspects of the counseling training program, little research is available from which any qualifications for supervisory personnel can be formulated. Congram (1968, p. 66) concludes:

> The publications concerning the qualifications of supervisory personnel suggest that this area is in a stage of critical inquiry. It seems likely that more explicit delineation of supervisor qualifications will not be possible until the supervisory process has been investigated more systematically to identify germane qualification-related variables.

Activities of Supervision

Because a science of supervision does not exist, little is presently known as to which types of supervisory activities promote which types of outcomes. Nor are commonalities and differences in supervisory activities known between university, state and community supervisory programs. It appears from the literature that supervisors share little agreement as to which procedures should be employed in the supervisory process. Of the many supervisory techniques used, few are included because of any empirical research findings. The only area of agreement, and that for which some research is available, is the consensus that the supervisory process is a learning experience in which principles of learning apply. Beyond this, Gross (1968) points out, every supervisor must "fend for himself."

Among those conceptualizing supervision as a form of therapy have been Rogers (1956), Ekstein (1964), Ekstein and Wallerstein (1958) and Arbuckle (1963, 1965). Although Arbuckle does not view the supervisory relationship as that of psychotherapy, he does suggest that the supervisor should develop more of a counseling relationship rather than a teaching relationship with the supervisee. He does acknowledge that the counseling relationship model is insufficient for the total supervisory process. Patterson (1964) similarly views the supervisory relationship as one closer to that of counseling and psychotherapy than didatic instruction. He contends, however, that supervision is a learning situation in which the relationship is one of non threat; one which promotes student growth similar to that a client experiences in counseling.

Others (e.g., Kell and Mueller, 1966) describe supervision as an interaction process between the supervisor and counselor in which the supervisor aids the achievement of goals the counselor wishes to achieve. In this sense supervision is unstructured and proceeds much the same as many counseling relationships.

Helping the trainee acquire and implement knowledge into practice is viewed by several as one of the main aspects of supervision (Beier, 1965; Hansen and Moore, 1966; Levy 1967; Sanderson, 1954; Truax and Carkhuff, 1967). Facilitating the counselor's progress in self evaluation as well as providing supervisor feedback and appraisal were seen as crucial supervisory procedures by Bonney and Gazda (1966), Evraiff (1963), and Wolberg (1954). Included in the teaching aspect of supervision are administrative procedures of arranging for adequate practicum settings, orientating the counseling trainees to practicum and changing within the on-going program policies which retard effective supervisory functions.

Specific Techniques

Various supervision techniques have been suggested by some writers as means for accomplishing specific kinds of supervisory outcomes. Rogers (1956) for example, suggests the use of tape recordings, role playing, films and the creation of a counseling relationship by the supervisor as means of introducing the supervisee to the counseling process. Observation of group and individual therapy are suggested to acquaint the supervisee to therapy.

The use of role playing and psychodrama, demonstrating interviewing, case studies, tape recordings, multiple therapy, real client counseling, interpretation of test data, and occupational surveys of the community are listed by Burnett (1954) as the most common supervision procedures reported in the literature. Videotape recordings (Kagan, Krathwohl and Miller, 1963), programmed instruction material (Dunlop, 1968) and peer ratings of performance (Truax and Carkhuff, 1967) are also suggested supervisory training techniques. Of all the procedures discussed in the literature, listening to the supervisee's interview tapes is cited most often (Rogers, 1956; Anderson and Brown, 1955; Peters and Hansen, 1963; Wolberg, 1954; Patterson, 1964; Sorenson, 1966; Gross, 1968; Congram, 1968).

A growing number of writers have discussed the implications of T-groups and other group procedures as techniques for promoting supervisory outcomes. Foreman (1967) for example, utilized both supervisors and counselor trainees in two weekend T-group encounters at the beginning of the practicum as a means of improving supervisor-counselor and counselor-client relationships. The author reports the supervisors found the T-group experience more beneficial than did the students. In addition, the supervisors expected supervision to be a continuance of the relationships formed in the group encounter. Other studies in which group experiences have been used in supervision include semester-long group experience (Seegars and McDonald, 1963), quasi-group therapy initiated in the sixth week of practicum (Truax and Carkhuff, 1967) and group experiences to augment regular on-going supervisory practicum procedures (Gazda and Ohlsen, 1961; Bonney and Gazda, 1966).

Although many supervisory techniques and procedures are reported in the literature, many others are no doubt in operation. Many effective procedures remain unknown because supervisors, lacking any research model or findings, hesitate to report activities they find useful. On the other hand, far too many techniques are reported for which any sound research findings exists.

Goals of Supervision

Little agreement exists among writers in counselor education and supervision as to the formulation of primary goals of supervision. While some counselor supervisors discuss supervision goals in terms of self understanding on the part of the supervisee (e.g., Altucher, 1967) others, e.g., Krumboltz (1967) relate that change in client behavior must be the primary goal of counseling and supervision. It appears from the review of the literature that the goals of supervision can be categorized into five types of outcomes: (1) gaining greater awareness and understanding of one's own personality; (2) building and maintaining a counseling relationship; (3) refining past learning, incorporating theoretical constructs into counseling practice; (4) understanding the dynamics of one's own behavior and their effect on the client, and (5) integrating research findings with counseling practice. Several writers have commented on the growth of the supervisee as supervisory outcomes. Altucher (1967) and Hill (1962) refer to self-awareness and self-understanding; Arbuckle (1962) to self-evaluation; Walz et al. (1963) to openness to change and Ekstein and Wallerstein (1958) to professional self-development.

The provision of a faciliting relationship as the primary goal of supervision has been supported among others by Patterson (1964; 1967), Rogers (1962), Boy and Pine (1966) and Levy (1967). Cognitive learnings such as knowledge of human development (Truax, 1967; Truax and Carkhuff, 1967); client change in behavior in which client feedback is used as a criterion of counseling success (Krumboltz, 1967); communicative skills, e.g., test interpretation (Walz, 1963) and helping the supervisee to participate in and/or develop his own research program (Krumboltz, 1967) have all been supported as goals for which counselor supervision should be is directed.

Gross (1968) points out that little research exists to support or refute any main goal or means of evaluation in supervision. Gross says "...there is no clearcut set of principles which elaborate what s an effective counselor and how he is distinguishable from an ineffective counselor. It is somewhat incongruent, therefore, to attempt to base evaluation (on goals) on such undefined principles." (Gross, 1968, pp. 78-79). Is it possible Gross asks to measure goals such as self-understanding, self-growth, and self-awareness. Some type of operational definitions (i.e., behavioral objectives) are needed before such goals and objectives of supervision are tenable.

Summary

It is apparent from the literature that much has been written relative to the importance of supervision in general, specific elements in particular. It is evident that little agreement exists among writers relative to the importance of various supervisor characteristics, goals of supervision or teaching-learning activities used in supervision. For the most part the literature deals with the ideal of what should be in the supervision program. Not known is what actually exists. Whereas some writers suggest the goal of supervision should be that of enabling the counselor-trainee to develop greater awareness of self, others believe the goal of supervision must be that of helping the trainee to learn ways to bring about change in client behavior. Similar differences exist in ideal supervisor characteristics and activities used in supervision. Studies are needed to determine both the ideal and the actual situations and the degree of relationship between the two.

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STRATEGY OF EVALUATING COUNSELOR SUPERVISION

Garland M. Fitzpatrick

Connecticut State Department of Education

The procedures implemented in carrying out the purposes of the Committee on Counselor Effectiveness essentially were those of survey research. An evaluation instrument was developed around the concept of supervision defined in Chapter II. The basic premise implemented in this definition is that supervision consists of four basic elements: (1) purpose, (2) personnel; (3) procedures; and (4) outcomes. The instrument was designed to elicit responses relating to these four elements of supervision with regard to (1) current practice of counselor supervision; and (2) practice as it would be under ideal conditions.

Development of the instrument was achieved by pooling items relating to each of the four elements of supervision, refining items, combining refined items in a trial instrument, subjecting trial instrument to experts for reactions, revising and testing revised instrument. Following testing and subsequent modifications, the survey was conducted.

Instruments were sent to a total of 2,000 members of Association of Counselor Education and Supervision, representing the following respondent categories: counselor educators, guidance directors and supervisors, state department of education personnel, university administrators, university counselors, school administrators, and employment counselors. Table 1 shows the number and precent of questionnaires distributed by respondent category:

Table 1

Distribution of Questionnaires Returned by Respondent Category

Respondent Category	Questionnaires Returned Number	Percent
Counselor educator	900	45
Guidance directors and supervisors	300	15
State Department of Education personnel	200	10
University Administrators	160	8
University counselors	160	8
Employment counselors	160	8
School administrators	80	4
Other	40	2
Total	2,000	100

Instruments were mailed on December 10, 1968. A total of 613 returns was received by March 1, 1969.

RESULTS OF THE SURVEY OF COUNSELOR SUPERVISION

Ronald D. Baker

Iowa State University

Introduction

The reader should keep in mind three important considerations while examining this description of survey findings. First, the survey was a pilot venture conducted by mailing questionnaires to a sample of the Association for Counselor Education and Supervision membership. Non-members of the Association could not have been included in this survey, irrespective of their functioning in roles comparable to Association members.

Second, resources available to the committee responsible for performing the survey precluded site visits to responding institutions and individuals to verify by observation the reports submitted by respondents. The information reported may have been influenced by selective perceptions and recall.

Third, all of the questionnaires that were distributed were not returned. The effect of this selection factor is unknown; at this time it is not possible to identify what differences, if any, may exist between the responding and non-responding groups.

The value of this survey data, even though potentially influenced by various factors of response selectivity, resides in its heuristic and hypothesis-generating qualities. To date, supervision has been largely unexamined and unstudied as a training or professional event. No study comparable to this has taken place at a national level. The responses to the questionnaires suggest that there are discrepancies between preparation for supervisory roles and actual on-the-job supervision. There are differences, in opinion at the least, between current supervisory methods and goals versus ideal or desired directions. Furthermore, these differences seemingly vary according to the type of organization or agency responding to the inquiry. Supervision, by this preliminary sketch, is not a monolithic institution in its own right, but apparently varies according to the agency and its mission, qualities of the supervisor and supervisee, and available resources and activities which mediate the supervisory processes. These differences in supervision lead logically to follow-up examinations of more objective character and certainly of greater relevance to specific agencies and organizations.

The organization of this section of the report is the following: (1) a general description of the findings from schools and school districts, state departments and regional service agencies, and higher educational institutions; (2) a comparision among these general groups; and (3) a description of detailed findings reported in the Appendix. Information from state departments of education and guidance is examined separately from that obtained from federal and local service agencies. Originally, the two groups were surveyed as a unit, because of their similar administrative and service functions.

Certain differences in responses appeared which led to separate descriptions of results. Too few responses were obtained from service agencies to apply statistical analysis with acceptable confidence. Agency responses were pooled with those from state departments according to initial plan.

The Returns

Two thousand questionnaires were distributed to a random sample of Association for Counselor Education and Supervision members. Five hundred, fifty-six questionnaires were returned in time for scoring. Overall, 28 percent of the questionnaires were returned. Of the 556 questionnaires returned, 361 were from colleges and universities, 133 were from schools and school districts, 52 were from state departments and 10 were from service agencies. Seventy-five percent of the questionnaires were mailed to college level members. This percentage reflects the general Association composition. (At the time this report was written 33 percent of questionnaires were returned.)

Approximately one-fifth of the total number of responses came from professors in higher educational settings concerned with counselor education. Directors of guidance services, counseling centers and pupil personnel services accounted for one-third of the returns. Another third of the responses were from state level guidance offices and services, consultants and service agency directors. The remaining responses came from counselors working at secondary school and college levels. This description suggests that the desired population was tapped for the pilot survey. That is, individuals responsible for training of counselors or supervisors and administrators or supervisors of supervisory programs constituted the major portion of the sample.

Important Descriptive Terms

Throughout the discussion of results several terms will be used for convenience in writing. The term "school" hereafter will refer to responses received from individual school counselors, counseling or guidance directors or from school district guidance offices. "State" will refer to state departments of guidance, state supervisors of guidance or counseling or state offices of pupil personnel services. "Agency" will denote any federal, state, county or municipal service agency. Such agencies as Veterans Administration facilities, employment offices or vocational rehabilitation services occur in this category. Finally, the term "college" will refer to junior college, college and university responses. Among these responses will be those from counselors, counselor educators and pupil personnel offices.

Data Reduction

Response frequencies, noted in percentage values, for each questionnaire item are reported in the Appendix. Chi-square tests of differences between the distributions of responses about existing and ideal conditions were performed for all appropriate items. A .05 level of significance was applied to each test. Differences in response distributions were examined only within major groups investigated: schools, state and agency units and colleges. Comparisons were not made among groups, because the numbers of respondents in each group differed widely. Further, qualitative differences among the organizations, their personnel and operations suggested that the data be viewed as if separate surveys were conducted for each group.

Schools and School Districts

Supervisor and Supervisee Characteristics

Present supervisory position. The majority of school supervisors reported that they have less than five years experience in their present roles. A small percentage, eight to 16, have more than ten years experience in their current work. About half of the supervisors spend less than 50 percent of their time in supervision; one-quarter of them spend all of their time in supervisory activities exclusive of teaching, counseling or administrative assignments. The number of persons supervised is generally 20 or fewer, but one-third of the school supervisors are responsible for 50 or more supervisees. The bimodal distribution concerning the number of persons supervised probably reflects the individual school versus the school district supervisory personnel contained in this category.

Responsibility for on-the-job supervision generally resides in the local districts; approximately 12 percent of the supervisors, however, report that this responsibility is held by a combination of state departments of guidance and higher educational institutions. Supervisory activities are usually conducted by school supervisors in work settings, but occasionally in the supervisor's office. A minor amount of supervision is cited as being performed by state level personnel or college professors. Concerning their immediate colleagues, supervisors in the schools indicate that over 85 percent of their fellow workers have Masters Degrees, about eight percent have Bachelors Degrees and the remainder hold Doctoral Degrees. The graduate training in counseling and guidance of the supervisors is evenly distributed among one, two or more years of post-Bachelors Degree experience. Major emphasis in this training has been in counseling and guidance for about one-half of the supervisors and in education for one-third. Psychology was a major field of study for ten percent or fewer of the supervisory personnel.

The work backgrounds of the school supervisory staffs reflect an emphasis on teaching experience. Supervisors report that one-third of their colleagues have ten or more years teaching at various educational levels. Forty-two percent have between two and ten years experience; only four percent have no teaching experience whatsoever. The majority of the supervisors have two to five years counseling experience. One-third have more than five years counseling experience, eight percent having more than ten years of such work background. In terms of supervisory experience, two-thirds of the staffs have worked two to five years in various school settings. About one-fourth have more than five years experience, half of these having over ten years in supervision.

Educational Backgrounds of the Supervisors

None of the school supervisors reported having an educational degree below the Masters level. Forty percent hold Masters Degrees; 24 percent have specialist credentials or graduate work beyond the Masters level. The latter figure is likely to be a minimal percentage. It is based on information volunteered by the respondents and not specifically asked in the questionnaire. A third of the supervisors hold doctoral degrees: Ed. D. or Ph. D. The course work of primary and secondary importance in the training of the supervisors was in education and psychology, respectively. However, only a relatively small percentage of the school supervisors actually received training in supervision. Sixty-four percent report no courses in supervisory practices or concepts; 72 percent report no practicum experiences in supervision.

Supervisory responsibilities for the supervisors' counseling practicum experiences in the school settings were generally held by the higher educational institutions. Actually supervision was conducted by professors or doctoral students. Twelve percent report supervision by school supervisory staff.

Work Experience of the Supervisors

About 70 percent of the supervisors have fewer than ten years experience in supervision. A small proportion of the respondents report more than

20 years of supervisory work. Work at the secondary school level accounts for most of the reported supervisory backgrounds. Generally, school supervisors have had between five and nine years secondary school experience. Non-academic work and background events most frequently cited as being beneficial to supervisors in their current positions were: (1) business and industrial work, (2) social service activities, (3) counseling in non-educational and educational settings and (4) supervising in non-educational and educational settings. These were areas that were described by more than 15 percent of the school supervisors.

Educational Backgrounds of the Supervisees

Sixty percent of the supervisees in the school setting have acquired Masters Degrees. The remainder have Bachelors Degrees. The academic majors center upon counseling and guidance, 44 percent, and education, 36 percent. Graduate educational backgrounds tend to be one year beyond the Bahelors Degree. Twenty percent have two years post-Bachelors Degree experience.

Work Experience of the Supervisees

The supervisees teaching and counseling backgrounds are fairly similar in terms of years of experience. Teaching experience tends to predominate. Most supervisees have had between two and five years of work in teaching and counseling. Twenty percent have more than five years in teaching; 12 percent have less than two years teaching backgrounds. The reverse proportions hold for counseling experience. Further, eight percent of the supervisees have had no prior counseling experience, whereas all have had teaching backgrounds to some degree.

Ideal Conditions Among Supervisor and Supervisee Characteristics

Significant differences between existing and ideal characteristics of supervisors and supervisees relate almost entirely to educational and experiential backgrounds. Supervisors describe as ideal increased educational attainment and counsel experience among their co-workers. Although 88 percent of the school supervisors noted that most of their colleagues held Masters Degrees, half of that number would like to see the supervisory staff achieving doctoral degrees. More than two years post-Bachelors Degree training in counseling and guidance is also seen as desirable. Further, 92 percent recommend that the major field of study should be counseling and guidance. None recommended psychology or education as being the best backgrounds for school supervisory functions. Over 70 percent of the supervisors would like to see staff members have more than five years supervisory experience and have on-the-job supervision conducted by local districts and colleges jointly, not by local districts alone.

Concerning their own educational and work backgrounds supervisors would like to have had course work in supervisory concepts and methods, as well as a practicum in supervision. They would prefer the practicum to have been jointly supervised by school districts and higher educational institutions. Many cite more courses in counseling theory and methods as being desirable in relation to their present activities. In particular, 20 percent would like to have had training in group dynamics and methods in group counseling. A similar number would have benefitted from classes in student services administration. At least 15 percent would like to have had the experience of field work in student services and supervision. Many would have gained by more teaching experience in schools. Establishing or improving professional communications by way of conferences, symposia and workshops was noted also as desired experiences.

Similar to their views about themselves and their colleagues, supervisors see ideal supervisee backgrounds as having more educational and counseling experience. Eighty-four percent would prefer to see supervisees having Masters Degrees. Some would prefer trainees with doctorates. Generally, supervisors would like their trainees to have two years post-Bachelors Degree experience in counseling and guidance, and the major area of academic study should have been counseling and guidance.

Supervision Activities

How do supervisors spend their time? To inquire into this matter five general categories of supervisory activities were given. These were: (1) teaching activities in supervision, (2) counseling or therapeutic activities, (3) evaluation, (4) administration and (5) research. Each of these categories was further reduced to more specific tasks, methods or operations. As an overview, one-third to one-half of the supervisors spend ten percent or less of their time teaching supervision, counseling and evaluating the work of trainees. Few spend more than 20 percent of their time at these activities. Over 70 percent spend ten percent or less of their time in research. None spend more than 20 percent of their time in research. Administrative duties appear to occupy most of the school supervisors' time. Sixty percent of them cited administrative activities taking 20 to 50 percent of their time.

The kinds of teaching activities used in supervision are mostly lectures and organized discussions, demonstrations and audio-visual aids. Lectures and discussions about techniques, theories, ethics, etc., are the most widely employed teaching method. The average amount of time at this activity was 40 percent, but time commitments ranged from no lecture-discussion time, eight percent, to nearly 100 percent such time usage, 16 percent. The use of audio-visual aids involving auditing tapes of supervisee counseling session and observing video tapes or films accounted for 20 percent or less of teaching activities for the majority of supervisors. A similar distribution of time allotments was given for demonstrations, such as observations of counseling, role playing, modeling, etc. Two modes of counseling and therapeutic activities were posed in the questionnaire, individual and group counseling. The therapeutic efforts referred to counseling the supervisee in personal and social matters which may directly or indirectly influence his counseling performance. More time is reportedly employed in individual counseling than in group counseling. Sixty percent of the supervisors indicated that they spent more than 40 percent of their therapeutic activity time in individual counseling with their trainees. Forty percent spent equivalent time in group counseling, including sensitivity training. Trainee evaluation activities were specified as direct or indirect supervisor appraisals and peer or self-evaluations. Direct supervisor appraisals by means of observations, audio or video tapes, etc., and indirect appraisals, such as discussions with individuals who supervise or work with trainees, occupy about 20 percent of evaluation activity time each for approximately two-thirds of the supervisors. Supervisee evaluation of his own performance accounts on the average of 10 to 20 percent of evaluation time. Peer evaluations of others' performances take generally 10 percent of the time. No supervisors reported self or peer evaluations to take more than 30 percent of the evaluation time. On the other hand supervisory appraisals range over the entire array of time categories.

Administrative activities in supervision were defined as: placement activities, orientation activities, program evaluation, public relations and certification activities. Some supervisors volunteered other administrative tasks. Among these were program administration planning and administrative evaluation, staff meeting and conference direction, and research administration. Of the five administrative operations given in the questionnaire, orientation, program evaluation and certification take more supervisory time than public relations or placement. Over half of the supervisors spend 10 percent or less of their administrative time placing supervisees in schools or other agencies. Public relations activities received similar responses.

Supervisee orientation activities, supervisory program evaluation and certification or licensing activities each account for 20 percent or less of the major percentage of supervisors' administrative time. Although a small number of supervisors reported spending almost all of their administrative time in orientation and program evaluation, few indicated that they spent over 40 percent of their time at any of the other administrative tasks.

Research activities in supervision concerned the use of counseling research and research literature for developing counseling procedures or methods, required supervisee participation of on-going research by the supervisor and required supervisee-initiated research projects as part of his supervised experiences. Twenty to 28 percent of the supervisors reported that no research time was being spent at these activities. About 50 to 70 percent said that 20 percent or less of the research activity time was given to each of these areas. The distribution of time allotments for research activities was scattered over the entire array of time units; about 10 percent of the respondents stated that more than 60 percent of their time was involved in one or more of the research activities.

Ideal Conditions in Supervision Activities

In terms of overall time allotments to teaching, counseling, evaluative, administrative and research activities in supervision, no significant differences occurred between descriptions of existing versus ideal conditions. Non-significant trends that appeared were that ideally somewhat more time than at present would be spent in teaching counseling, evaluative and research activities. Less time would be spent in administrative duties.

Within two of the activity areas, teaching and research, significant differences between existing and ideal procedures were found. In teaching activities in supervision more time ideally would be spent in the use of audio-visual aids and devices, and more in demonstrations, role playing and modeling, but less in lecture and discussion. Ideal conditions for research activities in supervision would permit more time for supervisee participation in on-going research projects of the supervisor and more time allowed for the supervisee to initiate and conduct his own research as a part of his supervised experience. A strong trend appeared for the increased application of research findings to the development of counseling procedures and methods, but this was not a significant trend.

Goals of Supervision

What goals or objectives guide the supervisory operations at the school level? Five general goals were offered for ranking of relative importance by school supervisors. These five were: (1) stimulation of personal growth and development: helping the supervisee gain greater awareness and understanding of his own personality; (2) development of a facilitative relationship with clients: helping the supervisee establish, build and maintain a counseling relationship; (3) development of cognitive learning and skills: refining past learning and incorporating theoretical constructs with counseling practice; (4) integration of personal growth with cognitive learning: helping the supervisee understand the dynamics of his own behavior and their influence on the client; and (5) integration of research findings with counseling: helping the supervisee participate in or develop his own research programs as part of his learning experience, as well as use existing published articles.

School supervisors generally gave the development of a facilitative relationship with clients the highest ranking. Rating secondary importance were the stimulation of supervisee personal growth and development and integration of personal growth with cognitive learning. Of lesser importance was the development of cognitive learning and counseling skills, and finally, the integration of research findings with counseling practices. This description reflects the general trends in responses from the supervisors. Tests for differences in the rankings were not performed.

Ideal Goals for Supervision

Supervisors ranked ideal goals nearly the same as the current operating goals. No significant differences occurred between existing and ideal rankings. The relative status of the objectives remained about the same in the two ratings, but helping the supervisee understand the dynamics of his behavior and its influence on the client shifted to highest importance ideally.

State Departments and Service Agencies

Supervisor and Supervisee Characteristics

Present supervisory position. State and agency supervisors report a wide range of supervisory experience at their present jobs, number of individuals under their supervision and amount of time spent in supervisory practices. Eighty percent of the supervisors have spent less than 10 years in their current positions; over half have been at these jobs less than five years. About 10 percent have between 15 and 19 years experience at their positions. A majority of the state supervisors oversee the work of about 20 or fewer persons. Forty percent supervise 50 or more individuals; 24 percent supervise more than 200 others. Agency supervisors reports reflect a similar distribution of numbers of supervisees, but fewer agency supervisors are responsible for very large numbers of persons. At the state level one-quarter of the respondents to the questionnaire indicated that they supervise no other persons. These individuals tend to reflect state level administrators or directors of guidance programs. A bimodal distribution comparable to that for number of persons supervised occurs in responses to the amount of time spent in supervision exclusive of teaching, counseling and administrative assignments. Over 40 percent of the state supervisors spend 75 percent or more of their time in supervision; an equal proportion spend less than half of their time supervising. Twenty-four percent of the state respondents spent all of their time supervising; 24 percent also report spending no time at supervisory tasks. Agency personnel report that half of them conduct supervision 50 percent or less of their time. Thirty percent spend no time in supervision.

Most, 80 percent, of the supervisory staffs in the state and agency settings are described as having primarily counseling and guidance educational backgrounds and, secondarily, education backgrounds or majors. Ten percent or less majored in psychology. Most of the supervisors have acquired Masters Degrees, about 10 percent have Bachelors Degrees and none report doctorates. (It is important to recognize that this description refers to four-fifths of the supervisors in a given setting. As a result, some state and agency respondents may hold doctorates, but the major proportion of the staffs do not have doctoral degrees.) The graduate training in counseling and guidance of the staffs tend to be equally divided between one and two years post-Bachelors counselor education. Ten to 15 percent of them have more than two years such training.

The teaching, counseling and counselor supervisory backgrounds of the state level supervisors show similar amounts of experience in each activity. Fifty to 60 percent have between two and five years experience at these positions. Twenty percent or more have worked six to 10 years in teaching, counseling and supervising. Although minor percentages of supervisors in state settings have no teaching experience, all have some counseling backgrounds. Forty percent of the agency supervisors have no teaching experience, but again all have counseling experience. Most agency personnel have had two to five years in counseling roles, as well as in counseling supervisory positions.

Responsibility for on-the-job supervision of counselors in state and agency units generally rests with local districts or individual agencies. Sixteen percent of state offices and 30 percent of agency on-the-job supervision is performed by a combination of local districts and state level departments. Higher educational institutions play no role in on-the-job supervision in agencies, but function in combination with state departments and local districts in 12 percent of state units. First-year supervision is actually conducted by school supervisors, 68 percent, and by state supervisors, 20 percent, in the state system. Professors supervise about eight percent of the first-year counelors in this setting. In contrast, professors perform no supervisory actions in agencies. First-year supervision is conducted by local agency supervisors or state level supervisors. Supervision in state and agency units customarily takes place in on-the-job locations. About 30 percent of the supervision activities occur in a supervisor's office.

Educational backgrounds of Supervisors

In describing their own training state supervisors report that they generally have Masters Degrees, 52 percent; 28 percent report having specialist credentials or academic work beyond the Masters Degree. Sixteen percent of these supervisors have doctoral degrees: 12 percent, Ed. D.s and four percent, Ph. D.s. None report having a Bachelors Degree alone. In agency settings 30 percent have doctoral degrees, 50 percent have Masters Degrees or work beyond the Masters Degree, including special credentials, and 10 percent have Bachelors Degrees. The major emphases in academic backgrounds for both state and agency groups were in education, primarily, and in psychology, secondarily. Eighty-four percent of the state supervisors and 70 percent of the agency supervisors had no courses in supervision during their formal educations. Eighty and 60 percent, respectively, had no practicum in supervision. In the state supervisory situations counselor practicum supervision is principally a function of higher educational institutions conducted by professors and doctoral students. About 20 percent of the supervisors report that counseling practicum supervision is a function of both colleges and local districts: school supervisors performing about 12 percent of the supervision. Agency supervisors describe counselor practicum experience in service settings as being a responsibility of higher education in 40 percent of the situations, of local units in 20 percent of the settings and of a combination higher education and local agencies on another 20 percent of the settings. Those persons, professors, doctoral students and local supervisors conducting the supervision in agency settings are about the same in proportion as those in state settings.

Work Experience of Supervisors

State and agency supervisors have approximately equal distributions of years of supervisory experience. About 60 percent of them have fewer than ten years of supervisory experience; most of this group having less than five years in such roles. Twenty-eight percent more of the supervisors have up to 20 years experience. A small number have 25 years or more of experience. In terms of counseling experience, agency supervisors indicated that 30 percent of them had experience in each of the academic levels -- elementary, secondary and college -- and in agency on non-educational services. The counseling experiences of the major proportion of state supervisors was in secondary school settings, but small amounts of experience was reported in each of the other categories.

Many respondents from the state and agency groups identified non-academic experiences that they considered to be valuable for their supervision of counselors. The most frequently cited background events for both groups were: (1) business and industrial work, (2) social service work, (3) counseling in various settings and (4) miscellaneous non-educational work, that is work not related to school and academic situations. Agency supervisors listed several addition helpful experiences of non-academic character. These were: (1) supervision in different settings, (2) conferences and workshops, (3) sensitivity training and (4) general experience derived from maturation and living. The demands of supervision in agency settings distinct from state guidance offices probably lend to the greater array of beneficial non-academic, non-school, experiences. Customarily, the agency supervisors are much more in contact with the general public and public services than the state supervisors working primarily with school personnel.

Educational Backgrounds of Supervisees

Forty percent of state supervisees report that four-fifths of their supervisees have Masters Degrees, none have dectorates. Thirty-six percent stated that most of their supervisees have Bachelors Degrees. In agency settings all of the supervisors indicated that at least four-fifths of their supervisees had Bachelors Degrees. The graduate training of most supervisees has been in counseling and guidance and in education in both state and agency groups. About 30 percent of the agency supervisees have major training in psychology. Graduate training in counseling and guidance is largely limited to one year post-Bachelors counselor education among agency supervisees, but 20 percent of the state supervisees have two years or more post-Bachelors Degree experience in counselor education.

Work Experiences of Supervisees

The teaching and counseling backgrounds of state and agency supervisees differs considerably. Most of the state supervisees have two to five years teaching experience. Twenty percent of the state supervisors report that most of the supervisees in their particular settings have more than five years teaching backgrounds. Eight percent of the state supervisors stated their supervisees have less than two years teaching experience, but 90 percent of the agency supervisors stated that most of their supervisees have less than two years teaching experience. Half of this latter group have no teaching backgrounds. The range and proportion of years of counseling experience are approximately the same as those for teaching experience for agencies. In the state setting, however, 40 percent of the supervisors reported that most of their supervisees had less than two years of work in counseling. An equal proportion have two to five years in counseling and a small number have more than five years such experience.

Ideal Conditions Among Supervisor and Supervisee Characteristics

What changes in their and their supervisees' backgrounds in education and work experience would state and agency supervisors see as ideal or desirable? In terms of useful coursework and experiences, 15 percent or more of both supervisory groups suggested that they would have benefited by: (1) practicum training in supervision, (2) courses in counseling theory and methods, (3) field work in student services and (4) more general experience in educational settings. State supervisors also stated that they would like to have had courses in supervisory concepts and methods and in student services administration. Agency supervisors would have preferred their backgrounds to have included more courses in psychology, psychotherapy and sensitivity training. They would also like to have more or better professional communications among service agency personnel. Concerning practicum experience in their settings supervisors would like to have less of it conducted by higher educational institutions alone and have more of it performed jointly by higher edcuation and relevent state or local districts, or service agencies.

Supervisors in these two groups suggest that the supervisory staffs would benefit from more post-Bachelors Degree training in counseling and guidance, that is they would like to see more of their colleagues having two years or more such training instead of the present range of two years or less experience. Also, they indicated that more of the staff members should have doctoral degrees. About 60 percent of the supervisors suggested that most of the staffs should hold doctorates. They further recommended that the supervision of counselors in their settings should be performed less by local district or agency staffs and more by combinations of higher education, state and local district supervisors or by higher education, regional and local service agency supervisors.

Regarding the supervisees, several changes in work experience and training were seen as improvements. A majority of the supervisors suggested that most of the supervisees should have more counseling experience, preferably two to five years experience. Additionally, the supervisees should have on the average two years post-Bachelors Degree training in counseling and guidance studies. Most of the supervisors recommend that more of the supervisees have Masters Degrees rather than Bachelors Degrees.

Supervision Activities

Supervisors were asked how they distributed their efforts during their supervisory time. What percentage of their time did they spend teaching supervisory methods, counseling, evaluating, administering and performing research? An overview of supervisory activities revealed certain differences between state and agency supervisors' activities. One-third of the state supervisors spend no time teaching in their supervisory roles, another third of them spend 20 percent or less of their supervisory time teaching, most of these teach less than ten percent of their time. Sixty percent of the agency supervisors spend one to ten percent of their supervisory time teaching. Thirty percent of the supervisors teach during 20 to 40 percent of the supervisory periods. Counseling or therapeutic activities with supervisees occupies ten percent or less of the time for 72 percent of the state supervisors; half of this proportion spends no time counseling supervisees. Agency supervisors spend more time counseling supervisees; 50 percent spending up to a tenth of their time counseling, 30 percent spending ten to 20 percent of their supervisory time counseling supervisees. A quarter of the state supervisors' time on the average is taken by evaluation activities. Eight percent of the supervisors spend all of their supervisory time in supervisee evaluation. Among agency supervisors, 40 percent evaluate supervisee performance between one and ten percent of their time. The remaining agency supervisors spend varying amounts of their time in evaluation; ten percent evaluate supervisees all of the time. Administration activities takes most of the supervisory time among the five supervision activities. Thirty-six percent of the state supervisors spend up to a third of their time in administration. Over 40 percent spend 40 to 100 percent of their supervisory time in administration, 20 percent administering during all of the supervisory time. Eighty percent of the agency respondents report administration takes up to a third of their time. None spend all of his supervisory time in administration. Responses to the amount of time spent in research activities were roughly identical for state and agency supervisors. Both spend on the average ten percent or less of their supervisory time with research matters.

The particular teaching method most often employed is the lecture or organized discussion. About 40 percent of the state supervisors use lectures and discussions 40 percent or more of their teaching time. Agency supervisors use lectures and discussion methods up to 30 percent of the time. Both groups employ audio-visual aids ten percent or less of the teaching time. Demonstrations, including role-playing and modeling, take up to 20 percent of the instructional time for supervisors in state and agency roles. Twenty percent of the state supervisors spend no time in individual counseling with their supervisees, and 32 percent report no time given to group counseling. Over a quarter of the supervisors, however, counsel individually with supervisees more than 60 percent of their supervisory time; eight percent employ that amount of their time to group counseling. Between these extremes is a relatively even distribution of responses in each of the time intervals for individual and group counseling. Among agency conditions individual counseling of supervisees is about the same in time allocations as in state systems; however, more supervisors, 50 percent, report individual counseling taking over 60 percent of their time. Over two-thirds of the agency supervisors use group therapeutic methods as much as 30 percent of their counseling time in supervision.

Appraising supervisee performance in state departments is generally by indirect supervisor evaluation, that is, by obtaining opinions or ratings of others who work with or are knowledgeable of the supervisees' performance, and by supervisee self-evaluation, such as trainee evaluations of his own performance in counseling sessions. In agencies evaluation is more often conducted by direct supervisor appraisal, that is, by observation or tape evaluation, and by trainee self-evaluation. Direct appraisal by agency supervisors consumes on the average half of their evaluation time, indirect appraisal about ten percent of that time. State supervisors make direct appraisals about ten percent of their time and indirect appraisals about 20 percent of the time. Self-evaluative activities by supervisees takes an average of 20 percent of the supervisors' appraisal time. Evaluation by peers of the supervisees accounts for ten percent or less of most supervisors' time. Forty and 20 percent of the state and agency supervisors, respectively, use no peer evaluations. Administrative activities which overall absorbs the largest portion of the supervision time include activities such as supervisee placement for training, program orientation, program evaluation, public relations and certification or licensing procedures. The distributions of administrative time allocations are approximately the same for state and agency supervisory personnel. Program evaluation accounts for most of the supervisors' administrative duties: generally 20 to 30 percent of the state supervisors' time, about 20 percent or slightly more of the agency supervisors' time on the average. The remaining activities each consume about ten to 20 percent of the supervisors' administrative time. Arranging for supervisee placement is not a function of about one-third of the state supervisors and about one-quarter of the agency supervisors.

In the area of research activities related to supervision about one-fourth of the state and agency supervisors devote none of their time to the demonstration of research applications to counseling events, directing supervisees' participation in on-going research projects or sponsoring supervisee-initiated research as part of his required supervision experience. Each of these research areas consumes about 20 percent of the supervisory research activity time in both state and agency settings.

Ideal Conditions in Supervision Activities

In overview, the ideal and existing relationships among the various supervision activities were essentially the same. Supervisors in both state and agency situations would like to have somewhat more time in teaching counseling, evaluation and research activities pertinent to their supervision. They would prefer less time than at present in administrative functions. These differences between ideal and existing conditions are statistically non-significant, only trends in differences or preferences.

Within each of the classifications of supervisory activities viewed in ideal dimensions are a number of significant differences from present procedures or operations. In teaching activities in supervision more of the supervisors would like to use audio-visual devices and demonstrations, role-playing and modeling in their instructional efforts. Conversely, they would prefer to reduce time spent in lectures and organized discussions. More time is desired for both individual and group counseling, in particular group counseling activities.

Differences between existing and ideal time allocations for specific events in evaluation, administration and research are non-significant. Trends suggest more time desired in direct supervisor evaluation, less in indirect evaluation, and more time in both trainee self and peer evaluations.

Administratively, supervisors wish to have more time for program evaluation and public relations, keeping their other administrative functions approximately the same. More time is also desired for demonstrating uses of research in counseling and overseeing required supervisee participation in on-going research projects of the supervisor's.

Goals of Supervision

How state and agency supervisors viewed the goals of supervision in their respective settings differed widely except in the matter of research goals. Research goals for both groups ranked lowest in priority or importance. Of the five goals offered for ranking in the questionnaire, the development of supervisees' cognitive training and skills was rated highest by state supervisors. This goal pertains to the refinement of past learnings and the integration of theoretical concepts with counseling practices. Ranking next in importance were the goals of helping the supervisee establish and maintain a counseling relationship, and helping the supervisee understand his own behavior and its influence upon clients. Helping the supervisee gain greater awareness and understanding of his own personality rated third in overall importance and the integration of research findings in counseling, also involving helping the supervisee in participating in research programs, rated last in importance.

Among agency supervisors other priorities were given to these goals. Helping the supervisee develop and maintain a counseling relationship was of primary importance. Helping the supervisee gain greater awareness and understanding of his own personality rated second. Third in the ranking were two goals: further developing the supervisee's cognitive learnings and counseling skills, and helping the supervisee understand his own behavior and its effect on clients. Lowest in priority was the integration of research findings with counseling practices.

Ideal Goals of Supervision

Ratings of current operational goals and ratings of ideal goals were almost identical. No statistically significant differences appeared in the rankings. Agency supervisors cited virtually same degrees of importance to goals in ideal conditions as they did to goals in their present situations. State supervisors tended, in the ideal array of goals, to given prime importance to helping the supervisee gain greater awareness and understanding of his own personality. The other goals remained in approximately the same relationship to one another as in the first ranking.

Colleges and Universities

Supervisor and Supervisee Characteristics

Present supervisory position. Supervisory duties exclusive of teaching, counseling or administrative assignments takes less than one-quarter of the work schedule for nearly half of the college supervisors. Another third of the college respondents spend up to half of their time in supervision and 16 percent more say that supervisory activities take up to three-quarters of their time. In this supervisory time a majority of the supervisors work with fewer than 20 trainees or supervisees. Sixteen percent of the college respondents have no supervisees; 28 percent have 20 to 40 supervisees. The length of time these supervisors have held their present positions is generally less than five years. Only 24 percent of the college counselor educators and supervisors have held their present roles more than five years, a third of this proportion more than ten years.

The questionnaire requested a description of the college supervisors' present job setting and various characteristics representative of most of his co-workers and trainees in this setting. Sixty percent of the college respondents indicated that most of their colleagues held doctoral degrees primarily in counseling and guidance. The remaining portion of supervisors hold Masters Degrees, again with studies in counseling and guidance. Only one-third of the supervisors have less than two years post-Bachelors Degree graduate training in guidance.

In describing the teaching, counseling and supervision experience of their colleagues, college supervisors indicated that two-thirds of the staffs had two to ten years teaching experience, over half of this number having less than five years experience in teaching. Eighty percent of the supervisors have two to ten years experience in counseling. All have some counseling experience, whereas eight percent have no teaching background. Over half of the supervisors have supervised counselors between two and five years, and 16 percent of the staffs have supervised in excess of five years. Responsibility for supervising counselors, both beginning and experienced, in this setting is shared between the college supervisors and school district supervisors only to a small extent. Generally counselor supervision is conducted by the local district supervisors. Usually the supervision *per se* is performed in the supervisors office or in special rooms provided for this purpose.

Educational backgrounds of supervisors

Eighty percent of the supervisors in the college setting have doctoral degrees; 36 percent have Ed. D.s, 44 percent have Ph.D.s. The remaining supervisors have Masters Degrees. The principal field of study for the college supervisors has been education with secondary emphasis in psychology. However, in preparation for their supervisory roles, 72 percent reported that they had no formal coursework in or relating to supervision and half had no practicum experiences in supervisory techniques.

Their counseling practicum experiences were primarily a function of higher educational institutions and conducted by professors and doctoral students.

Work experience of supervisors. Over half of the college supervisors have counseling backgrounds in secondary school or college settings. About 45 percent have five or less years counseling experience in colleges and secondary schools. None report elementary school counseling backgrounds. Three-fourths of the supervisors indicated supervisory experience between one and ten years: half of them having more than five years in supervision. Did the college supervisors find non-academic experiences in their backgrounds helpful in their current roles? Many, 20 percent or more, responded that social service work, business and industrial experiences, counseling in various settings and service in the military contributed much to their performance as college supervisors.

Educational backgrounds of supervisees

About one-fourth of the supervisees have more than one year of post-Bachelors Degree graduate training in counseling and guidance. The remainder have one year or less of such training. All of the supervisees have Bachelors Degrees, 40 percent have Masters Degrees and 4 percent have doctorates. Their fields of study were almost entirely in counseling and guidance or education. Four percent majored in psychology exclusive of counseling.

Work experience of supervisees

What teaching and counseling experience have most of the supervisees? About half of them have two to five years teaching experience. A small proportion have taught more than five years; 12 percent have not taught previously. Nearly two-thirds of the supervisees have no counseling experience; the remainder have counseled in various settings as many as five year.

Ideal Conditions Among Supervisor and Supervisee Characteristics

College supervisors in general noted few differences between existing conditions in supervision at their level and ideal conditions. The significant differences that emerged pertained principally to the supervision of counseling practicums, and on-the-job activities of first-year and experienced counselors. College supervisors prefer to have the responsibility of supervising practicum trainees and on-the-job counselors shared more between higher edcuational institutions and local districts than is now practiced. Presently, they report, most of this supervision is conducted by local districts alone, or in the case of practicum trainees, by colleges alone. Further, the supervisors would like to have more supervisory activities by performing either on-the-job or in special settings provided for supervision. Only one additional issue produced differences between existing and ideal conditions. That issue concerned the graduate training in counseling and guidance among supervisees. More of the supervisors would prefer that their trainees have at least two years or more graduate counseling training beyond the Bachelors Degree level.

Supervision Activities

How do college supervisors distribute their efforts among supervisory acitivities such as teaching, counseling evaluation, administration and research in their overall supervision? Teaching activities in supervision, counseling or producing therapeutic activities for supervisees, evaluating supervisees' performances and performing administrative tasks each take approximately 20 percent of the supervisors' time. Research activities in supervision tend to take ten percent or less of the supervisory time.

Time spent in the use of audio-visual aids, lecture or discussion and demonstrations was about equal for each activity. About one-quarter to one-third of the supervisors' teaching function was given to each of these instructional methods. The use of audio-visual aids, such as listening to tapes or viewing video tapes of counseling sessions or using instructional films, tended to take more time than the other two activities, but not greatly so.

Of the time spent in counseling with the supervisee, supervisors indicated that most of it was in individual counseling. Half of the supervisors counsel individual trainees over half of this time category. Half of the supervisors also report spending up to 30 percent of their counseling time in group sessions.

Evaluation time is generally spent in direct appraisal of the supervisee by taped records or observation. Supervisors at the college level report direct appraisals taking half or more of their evaluation time. Indirect evaluation or evalaution of supervisees by peers each receive about ten percent of the evaluation time. Self-evaluations by trainees take about 20 percent of this time.

Five administrative activities were cited in the questionnaire for consideration by respondents. These were: (1) arranging for placement of trainees in school or other agencies, (2) orienting trainees to the program, (3) evaluating the program, (4) conducting public relations and (5) conducting certification or licensing activities. College supervisors rated each of these as being about equal in time allocation in their administrative functions. Each receives ten to 20 percent of the total administrative time period.

Research activities, similar to the administrative activities, share equally the time available for this category. Demonstrating the use of counseling research, that is using published research articles to demonstrate counseling techniques or requiring the supervisee to search the literature to gain knowledge of possible procedures to use with clients, overseeing the supervisees' participation in on-going research and assisting the supervisee to initiate and conduct his own research receive equal emphasis or time commitment. Important in this activity time is that 28 to 40 percent of the college supervisors report that they spend no time at any of these research activities.

Ideal Conditions In Supervision Activities

In the matters of teaching and evaluation in supervision college supervisors expressed little difference between present and ideal time allocations. They tended to want less time in administrative activities and more time directed to research. These were only trends in differences between existing and ideal conditions, and were non-significant statistically. Differences in the rating of existing and desired amounts of time for counseling and therapeutic activities with supervisees were significant. The supervisors would like to spend more time in such activities: about 30 percent of their supervisory time instead of the present ten to 20 percent of their time.

The amounts of time given to specific activities in each category of supervisory tasks were essentially the same between ratings of existing and ideal time allotments. Certain trends appeared, however. For example, college supervisors would prefer to use audio-visual devices and demonstrations more than they do at present. Conversely, they would like to use lectures and discussions less. Also, they would like to employ group counseling procedures more and reduce time spent in individual counseling. In evaluation, they give somewhat more time to self and peer evaluations than currently practiced, but that is a slight trend only. Administrative duties such as placement and orientation would remain about the same as at present, but program evaluation and public relations would receive more emphasis. Certification and licensing activities would ideally decrease in time commitments. Trends in differences in existing and ideal conditions in research activities indicate more time would be provided for demonstrating uses of counseling research, on-going research projects and supervisee research projects.

Goals of Supervision

Rankings of college supervisory goals place helping the supervisee establish, build and maintain a counseling relationship in highest priority. Second in general importance is helping the supervisee gain greater awareness and understanding of his own personality, followed in importance by incorporating theoretical constructs with counseling practice. Fourth was helping the supervisee understand the dynamics of his own behavior and their effect on the client. Last in importance was the integration of research findings and activities in counseling.

Ideal Goals of Supervision

No significant differences between existing and ideal goals appeared. The two rankings were sufficiently similar that describing minor variations would be tenuous and of doubtful value.

RECOMMENDATIONS

T. Antoinette Ryan
University of Hawaii

The analysis of data gathered in this survey of counselor supervision served as bases for the following conclusions and recommendations:

1. Goals of supervision tend to be implemented in broad, global aims. It is recommended that aims of supervision be related to a general policy statement, and that objectives of counselor supervision be defined operationally.
2. There are inconsistencies in rationales for supervision implemented in training and on-the-job settings. It is recommended that supervisors be trained in systems techniques for generating rationales of supervision of trainees and on-the-job counselors and relating objectives to alternative strategies.
3. There is wide variation in techniques, media, and materials used in supervision and these do not appear closely related to supervisory aims. It is recommended that information concerning available resources of supervision be made available to supervisors on a continuing basis and that training be given to assist in development of skills needed for identifying alternatives and selecting appropriate mix of media, materials, and methods of supervision.
4. There is little articulation between supervision of trainees and supervision of on-the-job counselors. It is recommended that a general policy statement governing counselor supervision be developed, to serve as a basis for defining objectives of supervision for the two settings which will be compatible and articulated.

5. There is little programmatic research and evaluation of counselor supervision. It is recommended that research be conducted to identify more effective approaches to supervision and that evaluation of supervision be carried out on a continuing basis.

6. There is variation in the training of supervisors, with supervisors generally lacking preparation in supervision. It is recommended that qualifications of supervision competencies be made more explicit, and that supervisors be required to have training in supervision.

Three major thrusts are seen as indispensable to achieving reform, improvement and innovation in counselor supervision: (1) definition of a policy statement to provide a frame of reference and give a foundation for making rational decisions about the "why" "who" "what" and "how" of supervision; (2) campaign to identify and educate leaders who can and will implement responsibilities for preparing individuals for supervisory reponsibilities; and (3) implementation of research and evaluation programs to provide answers to questions on current practice and point up strategies of more effective and efficient counselor supervision.

APPENDIX

Detailed Description of Results

The responses to each questionnaire item are given in tabular form on the next pages. Certain conventions hold for all of the tables. The terms "school," "state," "agency" and "college" are used in the same way they were in the Results Chapter of the report. All values in the tables are percentages of a specified group endorsing a given item or alternative. An additional term, "UNSCOR," has been used to identify the percentage of any group's responses, which for any reason could not be scored. Omissions and giving multiple responses to single response items were the most frequent conditions contributing to the unscorable category.

Comparisons between existing and ideal conditions in supervisory settings were made by Chi-square (X^2) procedures. In these comparisons state and agency responses were pooled. As explained earlier, agency responses were too few to warrant analysis. Chi-squares significant at probability levels of .05 or less are indicated by double asterisks (**).

SECTION I. SUPERVISOR AND SUPERVISEE CHARACTERISTICS

Part A

General Information

1. The percentage of time for which you schedule supervisory duties exclusive of other teaching, counseling, and/or administrative assignments is:

____100% ____75-99% ____50-74% ____25-49% ____Less than 25%

% Time	School	State	Agency	College
100	24%	24%	10%	0%
75-99	8	20	10	0
50-74	16	12	30	16
25-49	24	20	20	36
0-24	28	24	30	48

2. Howmany persons do you supervise per year? _____

No.	School	State	Agency	College
200+	0%	24%	10%	0%
100-199	4	4	10	0
60-99	12	8	0	0
50-59	20	4	0	0
40-49	8	0	10	0
30-39	12	0	10	12
20-29	4	4	10	16
10-19	12	12	0	24
1-9	24	12	30	32
0	4	24	10	16
UNSCOR	0	8	10	0

3. Your present position is: *

_____Professor

_____Teaching Assistant

_____Director of Guidance Service

_____Counselor

_____Director of Counseling Center

_____Other (please specify)

Title	%
Professor	20
Teaching Asst.	0
Dir. Guid. Services	19
Dir. Pupil Pers. or student Services	13
State Supr. Guid.	15
Counselor	6
Dir. Couns. Center	2
Dir. Voc. Rehab. or Employment Unit	11
Consultant	7
Other	7

* Percentages represent total respondent group.

4. Length of time in your present supervisory position is _______________.

Years	School	State	Agency	College
15-19	0%	8%	10%	4%
10-14	8	8	0	4
5-9	16	24	40	16
1-4	72	56	40	72
UNSCOR	4	4	10	6

5. Number of years of supervisiin experience is _______________________.

Years	School	State	Agency	College
25+	0%	4%	10%	0%
20-24	8	0	0	0
15-19	8	8	10	0
10-14	12	20	0	24
5-9	40	24	30	36
1-4	28	40	30	36
UNSCOR	4	4	20	4

6. How many years have you had actual counseling experience of at least one-half time assignment? *

_____Elementary
_____Secondary School
_____College
_____Other

Level	Years	School	State	Agency	College
Elem	10-20	4%	4%	0%	0%
	5-9	4	4	10	0
	1-4	8	12	20	0
Sec.	10-20	20	20	20	0
	5-9	32	28	0	24
	1-4	32	24	10	48
Coll.	10-20	0	0	10	8
	5-9	8	4	10	12
	1-4	16	4	10	44
Other	10-20	4	4	10	8
	5-9	4	0	0	0
	1-4	4	8	20	12
	UNSCOR	4	12	20	12

* Respondents may indicate experience in more than one category.

7. Highest degree you hold:

_____Bachelor's Degree
_____Ed. D.

_____Master's Degree
_____Ph. D.

Degree	School	State	Agency	College
Bachelor's	0%	0%	10%	0%
Master's	40	52	40	12
Master's +	24	28	10	4
Ed. D.	20	12	10	36
UNSCOR	4	4	10	4
Ph. D.	12	4	20	44

8. Please specify the two areas which best describe the educational preparation and the two which you think make for ideal preparation of 4/5 of the counselor supervisors in your setting. (Use "1" for primary, "2" for secondary importance)

	1 Existing Situation	2 Ideal Situation
a. Education	_____	_____
b. psychology	_____	_____
c. sociology	_____	_____
d. physical science	_____	_____
e. letters and science	_____	_____
f. other (explain_______________)	_____	_____

Primary Areas of Importance	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
education	56%	28%	56%	36%	40%	0%	48%	36%
psychology	83	24	8	24	10	30	20	24
sociology	0	0	0	4	0	20	0	4
physical science	0	0	0	0	0	0	0	0
letters & science	4	4	0	0	0	0	0	0
other	4	16	0	0	0	0	0	4
UNSCOR	28	28	36	36	50	50	32	32

X2 8.57 8.27 2.52

8. Continued

Secondary Areas of Importance	School Now	School Ideal	State Now	State Ideal	Agency Now	Agency Ideal	College Now	College Ideal
education	8%	32%	84%	16%	10%	10%	12%	16%
psychology	36	24	36	32	40	20	40	36
sociology	4	12	8	8	0	20	8	12
physical science	0	0	4	0	0	0	0	0
letter & science	4	0	8	8	0	0	4	0
other	16	4	0	0	0	0	4	4
UNSCOR	28	28	36	36	50	50	32	32
X^2	7.18		3.19				.37	

9. What non-academic experiences did you find most beneficial for providing you with a background for supervising counselors? *

Beneficial Non-academic experiences	School	State	Agency	College
business & industry	28%	24%	40%	36%
social services	24	8	20	48
counseling	16	28	50	40
non-educational work	12	28	20	4
educational admin.	8	8	0	16
teaching	4	12	0	8
student services	12	0	0	4
military service	12	4	10	20
athletics	8	12	10	0
conferences & workshops	12	0	20	4
professional contacts	8	0	0	8
supervising	16	8	30	4
extra-curricular activities	4	0	0	8
sensitivity training	16	4	30	8
research	0	4	0	0
political activities	0	0	10	0
living & maturation	8	8	20	16
practicum experience	12	4	0	4

* Respondents may indicate experiences in more than one category

10. Did your educational training include

	Yes	No
a. a formal class in/or relating to supervision of counselors	____	____
b. practicum or field experience in the supervision of counselors	____	____

Educational training	School Yes	School No	State Yes	State No	Agency Yes	Agency No	College Yes	College No
class in supervision	32%	64%	12%	84%	20%	70%	24%	72%
practicum in supervision	24	72	16	80	30	60	48	48
UNSCOR	4	4	4	4	10	10	4	4

11. What courses and experiences would you like to have had as part of your preparation for supervising counselors? *

Courses	School	State	Agency	College
practicum in supervision	36%	36%	50%	36%
courses in supervision	28	20	10	12
counseling theory & methods	32	16	20	8
practicum in counseling	4	4	0	8
tests & measurements	8	0	0	0
student services admin.	20	16	10	0
Personnel management	8	4	0	4
group dynamics	20	8	10	24
social services	8	0	0	12
systems analysis	4	0	0	0
learning theory	4	4	0	0
curriculum studies	4	0	0	0
research & data processing	8	12	10	4
psychology courses	4	12	40	8
sensitivity training	4	0	20	12
sociology	0	8	10	8
communications	0	4	0	0
educational admin.	0	4	10	12
educational theory	0	8	0	0
psychotherapy	0	8	20	0

11. Continued

Experiences	School	State	Agency	College
practicum in supervision	0%	12%	20%	12%
courses in supervision	4	0	0	0
field supervisor of counseling	20	12	10	20
practicum in counseling	8	12	0	20
courses in counseling	16	0	10	20
field work in counseling	0	8	0	16
field work in student services	24	20	20	0
administration of student services	8	0	0	0
educational administration	4	12	10	0
teaching	16	0	10	8
internship in counseling	8	4	0	0
internship in supervision	0	0	0	20
leadership roles	8	0	0	0
research in counseling	0	0	0	8
group dynamics	8	0	0	12
sensitivity training	12	8	10	8
conferences & workshops	4	0	0	0
professional communications	16	0	20	0
general educational work	0	16	30	0
sociology	0	0	10	0
military training	0	0	10	0
courses in education	0	0	0	8
personnel management	0	0	0	8
non-education work experience	0	0	0	8

* Respondents may indicate more than one category.

Part B

For this part of Section I please describe existing and ideal situations regarding counselor supervisors' and supervisees' preparation and experience by checking opposite and appropriate response for each item. Check in Column 1 to describe the existing situation and in Column 2 to describe what you would consider an ideal situation. (A supervisee could be in his first practicum, first on-the-job experience, or someone with more than one year's experience for whom supervision is given.)

1. The highest educational attainment of at least 4/5 of the counselor supervisors in my setting (district, state department, higher education) is

	1 Existing Situation	2 Ideal Situation
a. B.A. degree	____	____
b. M.A. degree	____	____
c. Ph.D. degree	____	____
d. Do not know	____	____

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	8%	0%	8%	0%	10%	0%	0%	0%
b.	88	44	88	36	80	40	36	12
c.	4	44	0	56	0	60	60	72
d.	0	12	4	8	10	0	0	12
UNSCOR	0	0	0	0	0	0	4	4

X^2 17.00** 29.87** 2.34

** $p \leq .05$

2. The highest educational attainment of at least 4/5 of the trainees is

   a. B.A. degree
   b. M.A. degree
   c. Ph.D. degree
   d. Do not know

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	28%	4%	36%	8%	100%	0%	56%	36%
b.	60	84	40	64	0	100	40	44
c.	0	8	0	4	0	0	4	4
d.	12	4	16	16	0	0	0	16
UNSCOR	0	0	8	8	0	0	0	0
X^2	8.50**		21.87**				5.13	

3. The graduate training in counseling and guidance of at least 4/5 of the counselor supervisors in my setting (district, state department, higher education) is

   a. 1 yr. post B.A. counselor ed.
   b. 2 yrs. post B.A. counselor ed.
   c. more than 2 yrs. post B.A. training
   d. do not know

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	32%	0%	32%	4%	50%	0%	20%	8%
b.	24	28	40	36	40	50	12	16
c.	32	68	16	52	10	50	64	64
d.	12	4	8	4	0	0	0	8
UNSCOR	0	0	4	4	0	0	4	4
X^2	12.32**		17.97**				3.43	

** $P \leq .05$

4. The graduate training in counseling and guidance of at least 4/5 of the trainees is

a. 1 yr. post B.A. counselor ed. ______ ______
b. 2 yrs. post B.A. counselor ed. ______ ______
c. more than 2 yrs. post B.A. training ______ ______
d. do not know ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	64%	12%	56%	28%	70%	30%	60%	16%
b.	20	68	12	40	0	40	28	48
c.	4	20	8	12	0	10	0	16
d.	12	0	16	12	10	0	4	12
UNSCOR	0	0	8	8	20	20	8	8

X^2 21.11** 12.19** 12.68**

5. At least 4/5 of the counselor supervisors in my setting (district, state department, higher education) majored in

a. counseling/guidance ______ ______
b. psychology (other than counseling) ______ ______
c. education ______ ______
d. other (please explain) *____________ ______ ______
e. do not know ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	42%	92%	76%	96%	40%	60%	80%	92%
b.	4	0	4	0	10	10	8	0
c.	32	0	16	4	30	10	4	0
d.	4	4	4	0	0	0	0	0
e.	12	0	0	0	0	0	0	0
UNSCOR	4	4	0	0	20	20	8	8

X^2 16.24** 5.04 3.21

* Other: counseling, guidance and education combination; counseling psychology.

** $p \leq .05$

6. At least 4/5 of the supervisees majored in

a. counseling/guidance
b. psychology (other than counseling)
c. education
d. other (please explain) *
e. do not know

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	44%	76%	68%	88%	10%	30%	80%	88%
b.	0	4	0	0	30	40	4	0
c.	36	4	28	4	30	0	4	0
d.	4	8	0	4	10	10	8	4
e.	8	0	4	4	0	0	0	4
UNSCOR	8	8	0	0	20	20	4	4
x^2	16.12**		8.98				3.53	

* Other:
Counseling psychology

7. At least 4/5 of the counselor supervisors in my setting (district, state department, higher education), have

a. no teaching experience
b. less than 2 years teaching exper.
c. 2 to 5 years teaching exper.
d. 6 to 10 years teaching exper.
e. over 10 years teaching exper.
f. do not know

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	4%	0%	4%	4%	40%	60%	8%	16%
b.	0	4	0	4	10	10	0	4
c.	28	44	56	60	20	20	44	40
d.	16	28	20	8	0	10	24	16
e.	32	8	12	12	0	0	12	8
f.	16	12	8	12	30	0	8	12
UNSCOR	4	4	0	0	0	0	4	4
x^2	7.45		1.69				2.51	

**$P \leq .05$

8. At least 4/5 of the supervisees have

a. no teaching experience ______ ______
b. less than 2 years teaching exper. ______ ______
c. 2 to 5 years teaching exper. ______ ______
d. 6 to 10 years teaching exper. ______ ______
e. over 10 years teaching exper. ______ ______
f. do not know ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	0%	0%	4%	4%	50%	60%	12%	20%
b.	12	16	4	12	40	10	24	16
c.	60	44	56	52	0	30	48	32
d.	20	20	20	4	0	0	4	4
e.	0	0	4	4	0	0	0	4
f.	4	16	4	16	10	0	4	16
UNSCOR	4	4	8	8	0	0	8	8

X^2 2.56 3.65 4.50

9. At least 4/5 of the counselor supervisors in my setting (district, state department, higher education) have

a. no counseling experience ______ ______
b. less than 2 years counseling exper. ______ ______
c. 2 to 5 years counseling exper. ______ ______
d. 6 to 10 years counseling exper. ______ ______
e. over 10 years counseling exper. ______ ______
f. do not know ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	0%	0%	0%	0%	0%	0%	0%	0%
b.	12	0	4	0	0	0	0	0
c.	52	52	56	56	60	50	48	24
d.	16	44	24	32	10	20	32	44
e.	12	0	12	12	10	10	4	12
f.	8	4	4	0	0	0	4	8
UNSCOR	0	0	0	0	20	20	12	12

X
X^2 9.60 2.55 3.81

10. At least 4/5 of the supervisees have

a. no counseling experience ______ ______
b. less than 2 years counseling exper. ______ ______
c. 2 to 5 years counseling exper. ______ ______
d. 6 to 10 years counseling exper. ______ ______
e. over 10 years counseling exper. ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	8%	0%	0%	0%	40%	10%	64%	32%
b.	12	24	40	12	60	30	12	40
c.	56	48	40	52	0	50	16	12
d.	12	16	8	12	0	10	0	4
e.	0	0	4	16	0	0	0	4
UNSCOR	12	12	8	8	0	0	8	8

X^2 3.30 11.10** 8.58

11. At least 4/5 of the counselor supervisors have been in counselor supervision for

a. less than 2 years ______ ______
b. 2 to 5 years ______ ______
c. 6 to 10 years ______ ______
d. over 10 years ______ ______
e. do not know ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	4%	0%	12%	0%	10%	0%	12%	0%
b.	64	20	60	48	60	50	56	36
c.	4	32	20	32	10	30	12	32
d.	12	24	0	8	10	10	4	4
e.	8	16	4	8	0	0	4	16
UNSCOR	8	8	4	4	10	10	12	12

X^2 13.87** 7.22 8.16

** $P \leq .05$

12. Supervision of the counselor practicum experience is primarily a function of

a. local districts
b. state departments of education
c. higher education
d. combination of local districts and higher education
e. combination of state departments and higher education
f. combination of local districts and state departments
g. other (Please specify *__________)

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	4%	0%	0%	0%	25%	0%	0%	0%
b.	0	0	0	0	0	0	0	0
c.	68	12	76	12	40	0	76	24
d.	8	64	20	36	20	30	12	40
e.	4	12	0	32	0	0	4	20
f.	0	0	0	4	0	10	0	4
g.	8	4	4	16	0	40	4	8
UNSCOR	8	8	0	0	20	20	4	4
X^2	23.02**		34.14**				14.53**	

* Other: Higher education and service agency, local districts, state departments and higher education in combination; labor, industry and service agency.

13. Supervision of the counselor's first year on-the-job experience is primarily a function of

a. local districts
b. state departments of education
c. higher education
d. combination of local districts and higher education
e. combination of state departments and higher education
f. combination of local districts and state departments

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	84%	16%	64%	0%	50%	10%	72%	16%
b.	4	4	4	0	0	0	0	0
c.	8	4	4	0	0	0	8	4
d.	0	60	8	28	0	10	12	68
e.	0	4	4	32	0	0	0	8
f.	0	8	16	40	30	60	8	4
UNSCOR	4	4	0	0	20	20	0	0
X^2	29.89**		30.25**				21.38**	

** $p \leq .05$

14. Supervision of the counselors with two years or more experience is primarily a function of

- a. local districts ______ ______
- b. state departments of education ______ ______
- c. higher education ______ ______
- d. combination of local districts and higher education ______ ______
- e. combination of state departments and higher education ______ ______
- f. combination of local districts and state departments ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	84%	44%	76%	28%	50%	30%	84%	32%
b.	0	0	12	0	0	0	4	4
c.	4	4	0	0	0	0	8	4
d.	4	20	0	8	0	10	0	32
e.	0	4	0	12	0	0	4	12
f.	0	20	12	52	30	40	0	16
UNSCOR	8	8	0	0	20	20	0	0
x^2	11.79		21.01**				19.16**	

15. Supervision of the counselor's practicum experience is done mainly by

- a. university doctoral students ______ ______
- b. school supervisors ______ ______
- c. state supervisors ______ ______
- d. professors ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	16%	4%	24%	12%	10%	0%	4%	0%
b.	12	12	12	12	10	10	4	12
c.	0	12	4	12	10	20	0	0
d.	52	52	56	60	40	40	60	56
UNSCOR	20	20	4	4	30	30	32	32
x^2	4.80		3.68				2.03	

** $p \leq .05$

16. Supervision of the counselor's first on-the-job experience is done mainly by

a. university doctoral students ______ ______
b. school supervisors ______ ______
c. state supervisors ______ ______
d. professors ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	0%	0%	0%	0%	10%	0%	0%	4%
b.	68	56	68	32	20	20	52	28
c.	4	12	20	32	40	40	4	12
d.	4	8	8	32	0	10	20	32
UNSCOR	24	24	4	4	30	30	24	24

X^2 1.62 7.66 4.49

17. Most supervision activities in my setting take place in

a. supervisor's office ______ ______
b. on-the-job ______ ______
c. special rooms provided for this activity ______ ______
d. other (please specify *____________) ______ ______

Item	School		State		Agency		College	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
a.	12%	0%	32%	12%	30%	10%	32%	4%
b.	68	60	68	76	50	60	12	36
c.	4	8	0	0	0	0	40	44
d.	4	20	0	12	0	10	4	4
UNSCOR	12	12	0	0	20	20	12	12

X^2 6.12 5.24 8.49**

* Other: All combinations of items a, b and c.

** $p \leq .05$

SECTION II. SUPERVISION ACTIVITIES

GENERAL INSTRUCTIONS: Before completing Section II, please preview Parts A through D to familiarize yourself with the intent and scope of the section.

The purpose of this section is to get an idea of the amount of time supervisors spend on different activities and to determine the distribution of time among supervision activities in an ideal program.

Of the total amount of time spent in supervision activities (100%) indicate the percent of time allotted to each of the following activities. The total in each column should add up to 100%.

Part A. Overview of Supervision Activities

	Percentage Now Spent	Percentage Should Spend
1. Teaching Activities Used in Supervision	______	______
2. Counseling or Therapeutic Activities	______	______
3. Evaluation Activities	______	______
4. Administration Activities	______	______
5. Research Activities	______	______
	100%	100%

SCHOOL	Item									
% Time	1		2		3		4		5	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	24%	8%	12%	12%	0%	0%	0%	8%	12%	0%
1-10	32	40	48	32	48	28	8	24	72	56
11-20	16	20	16	20	32	44	12	16	16	36
21-30	12	12	0	16	16	16	20	28	0	8
31-40	4	12	8	4	4	8	20	12	0	0
41-50	4	0	8	4	0	4	20	8	0	0
51-60	4	8	4	8	0	0	4	0	0	0
61-100	4	0	4	4	0	0	16	4	0	0
UNSCOR	0	0	0	0	0	0	0	0	0	0

X^2 5.67 5.91 3.12 9.06 7.42

PART III A, Continued

STATE					Item					
% Time Spent	1		2		3		4		5	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	32%	8%	32%	24%	0%	0%	0%	0%	16%	8%
1-10	28	32	40	48	12	8	20	20	44	28
11-20	4	16	4	4	20	16	4	20	16	32
21-30	8	16	0	0	20	20	12	12	4	12
31-40	0	0	0	0	8	20	0	16	0	0
41-50	8	8	4	4	12	8	16	8	0	0
51-60	0	0	0	0	0	0	8	0	0	0
61-100	0	0	0	0	8	8	20	4	0	0
UNSCOR	20	20	20	20	20	20	20	20	20	20

	1	2	3	4	5
X^2	7.05	3.42	1.31	12.87	7.54

AGENCY					Item					
% Time Spent	1		2		3		4		5	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	10%	0%	0%	0%	0%	0%	0%	10%	0%
1-10	60	30	50	30	40	40	30	40	60	30
11-20	0	30	30	20	10	10	10	20	10	20
21-30	20	10	0	20	0	0	40	30	10	40
31-40	10	10	0	10	10	10	0	0	0	0
41-50	0	0	10	10	10	10	10	0	0	0
51-60	0	0	0	0	10	10	0	0	0	0
61-100	0	0	0	0	10	20	0	0	0	0
UNSCOR	10	10	10	10	10	10	10	10	10	10

COLLEGE					Item					
% Time Spent	1		2		3		4		5	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	0%	4%	8%	4%	0%	4%	4%	28%	8%
1-10	28	28	20	8	24	40	36	60	56	40
11-20	12	24	28	12	36	16	28	16	4	28
21-30	16	20	20	44	12	28	4	8	4	16
31-40	8	0	16	0	12	0	8	0	0	0
41-50	12	12	0	16	4	8	8	0	0	0
51-60	4	4	4	4	0	0	0	4	0	0
61-100	12	4	0	0	0	0	4	0	0	0
UNSCOR	8	8	8	8	8	8	8	8	8	8

	1	2	3	4	5
X^2	4.11	15.16**	8.86	8.65	9.74

Part B. Teaching Activities Used in Supervision

	Percentage Now Spent	Percentage Should Spend
1. Use of audio-visual aids Consider: Listening with the supervisee to his or others' counseling tape recordings, video tapes, films, etc.	______	______
2. Lectures - discussions Consider: Lectures and organized discussions of implementing techniques, theory, issues, ethics, etc.	______	______
3. Demonstrations Consider: Supervisor and/or others counseling actual clients; role-playing, modeling, etc.	______	______
4. Other (please specify *_______________)	______	______
	100%	100%

* Other: Conferences and workshops; case study; staff meetings; in-service training; student service administration; materials development observation; role-playing; sensitivity training.

SCHOOL % Time Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0 0	4%	0%	8%	0%	8%	0%	60%	60%
1-10	32	0	4	12	40	8	12	16
11-20	24	16	12	28	8	20	0	0
21-30	12	36	12	28	16	24	0	8
31-40	4	16	16	24	4	20	4	4
41-50	0	12	20	0	12	16	8	4
51-60	8	4	4	4	4	4	0	0
61-100	8	8	16	0	0	0	8	0
UNSCOR	8	8	8	8	8	8	8	8
x^2	17.53**		15.08**		15.03**		4.31	

** $p \leq .05$

STATE

Item

% Time Spent	1		2		3		4	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	28%	4%	16%	0%	28%	4%	60%	60%
1-10	32	20	8	4	4	16	4	8
11-20	4	20	4	24	16	0	0	0
21-30	4	12	0	12	4	16	4	0
31-40	4	12	4	4	8	8	0	0
41-50	4	4	12	8	4	12	0	0
51-60	0	0	4	0	0	12	0	0
61-100	0	0	24	20	8	4	4	4
UNSCOR	28	28	28	28	28	28	28	28

x^2 15.17** 13.62 14.26** 6.33

AGECNY

Item

% Time Spent	1		2		3		4	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	10%	0%	0%	0%	10%	0%	50%	50%
1-10	60	20	10	0	20	10	0	0
11-20	0	30	20	30	20	20	0	0
21-30	0	0	30	60	10	30	10	0
31-40	10	20	0	0	10	20	0	30
41-50	10	20	20	0	10	0	10	10
51-60	0	0	0	0	0	0	0	0
61-100	0	0	10	0	10	10	20	0
UNSCOR	10	10	10	10	10	10	10	10

COLLEGE

Item

% Time Spent	1		2		3		4	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	8%	0%	4%	4%	0%	0%	72%	72%
1-10	8	0	16	20	32	4	12	16
11-20	4	4	16	28	20	32	0	0
21-30	4	8	20	20	16	36	0	0
31-40	24	12	4	4	8	12	0	0
41-50	16	36	24	12	8	4	0	0
51-60	8	12	0	0	4	0	0	0
61-100	16	16	4	0	0	0	4	0
UNSCOR	12	12	12	12	12	12	12	12

x^2 5.37 2.93 9.59 1.14

** $p \leq .05$

Part C. Counseling or Therapeutic Activities Used in Supervision

Of the total time spent in counseling or therapeutic activities what percent of this time is used in:

	Percentage Now Spent	Percentage Should Spend
1. Individual counseling Consider: Counseling the supervisee with personal-social problems which directly/indirectly affect his counseling performance (establishing a bona fide counseling relationship)	____	____
2. Group counseling Consider: Involving the supervisee in group counseling situations dealing with personal-social problem areas. Include sensitivity training groups, et.	____	____
3. Other (please specify *____________)	____	____
	100%	100%

* Other: Use of referral sources; self-evaluation; group supervision; case study; staff meetings; sensitivity training.

SCHOOL	Items					
% Time	1		2		3	
Spent	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	4%	4%	8%	72%	72%
1-10	4	0	4	0	8	4
11-20	0	12	8	0	4	0
21-30	16	8	16	16	0	0
31-40	4	8	12	16	0	4
41-50	20	20	20	20	0	0
51-60	8	16	0	8	0	0
61-100	32	16	20	16	0	4
UNSCOR	16	16	16	16	16	16

X^2 8.00 5.59 3.33

STATE			Items			
% Time Spent	1		2		3	
	Now	Ideal	Now	Ideal	Now	Ideal
0	20%	4%	32%	4%	60%	60%
1-10	4	4	4	12	0	0
11-20	0	4	12	4	0	0
21-30	4	4	4	12	0	0
31-40	4	4	0	8	0	0
41-50	8	24	8	20	0	4
51-60	0	8	0	4	0	0
61-100	28	16	8	4	8	4
UNSCOR	32	32	32	32	32	32

X^2 16.71** 16.70** 1.14

AGENCY			Item			
% Time Spent	1		2		3	
	Now	Ideal	Now	Ideal	Now	Ideal
0	20%	10%	0%	0%	50%	50%
1-10	0	10	20	0	0	0
11-20	0	0	30	10	0	0
21-30	0	0	20	10	0	0
31-40	0	0	0	30	0	0
41-50	0	20	0	20	0	0
51-60	0	30	0	0	0	0
61-100	50	0	0	0	20	20
UNSCOR	30	30	30	30	30	30

COLLEGE			Items			
% Time Spent	1		2		3	
	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	4%	8%	4%	72%	68%
1-10	8	0	12	4	0	4
11-20	4	4	12	4	8	4
21-30	0	8	24	20	0	4
31-40	12	8	8	24	0	0
41-50	8	20	4	12	0	0
51-60	4	12	8	4	0	0
61-100	48	28	8	12	4	4
UNSCOR	16	16	16	16	16	16

X^2 8.80 10.59 1.03

** $p \leq .05$

Part D. Trainee Evaluation Activities Used in Supervision

Of the total time spent in evaluative activities what percent of this time is used in:

	Percentage Now Spent	Percentage Should Spend
1. Direct supervisor appraisal Consider: Evaluating tapes, observations, etc.	______	______
2. Indirect supervisor appraisal Consider: Talking with and getting the opinion of others who work closely with or supervise the supervisee on the job.	______	______
3. Self evaluation Consider: Written and oral trainee self evaluations of tape recorded counseling sessions, etc.	______	______
4. Peer evaluations Consider: Time used in which additional supervisees react to and evaluate each other's performance	______	______
5. Other (please specify *_______________)	______	______
	100%	100%

* Other: Client evaluation; process evaluation; departmental or service evaluation.

SCHOOL % Time Spent	Items 1 Now	1 Ideal	2 Now	2 Ideal	3 Now	3 Ideal	4 Now	4 Ideal	5 Now	5 Ideal
0	4%	0%	0%	0%	12%	0%	8%	4%	92%	92%
1-10	24	12	16	24	36	16	40	24	0	0
11-20	20	8	20	28	24	44	28	52	8	8
21-30	16	40	24	20	32	36	24	20	0	0
31-40	8	16	8	4	0	4	0	0	0	0
41-50	16	20	16	20	0	0	0	0	0	0
51-60	8	0	4	4	0	0	0	0	0	0
61-100	8	4	12	0	0	0	0	0	0	0
UNSCOR	0	0	0	0	0	0	0	0	0	0
X^2	8.35		4.27		7.64		3.22		0.00	

STATE					Items					
% Time	1		2		3		4		5	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	8%	0%	4%	0%	20%	4%	40	20%	64%	64%
1-10	16	12	8	8	24	12	24	36	4	4
11-20	24	28	24	28	0	12	4	8	0	0
21-30	0	12	8	16	20	28	0	8	0	0
31-40	4	12	8	8	4	8	8	4	0	0
41-50	16	8	4	8	8	12	0	0	0	4
51-60	4	4	4	0	0	0	0	0	4	4
61-100	4	0	16	8	0	0	0	0	4	0
UNSCOR	24	24	24	24	24	24	24	24	24	24
X^2	11.10		3.26		10.35		7.84		2.28	

AGENCY					Items					
% Time	1		2		3		4		5	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	0%	0%	10%	10%	0%	20%	10%	60	70%
1-10	20	10	50	40	40	20	40	30	0	0
11-20	10	0	10	20	10	20	10	20	10	0
21-30	10	30	10	10	20	20	0	20	0	0
31-40	0	20	0	0	0	10	10	0	0	0
41-50	0	0	10	0	0	0	0	0	0	0
51-60	10	10	0	0	0	10	0	0	0	0
61-100	30	10	0	0	0	0	0	0	10	10
UNSCOR	20	20	20	20	20	20	20	20	20	20

COLLEGE										
% Time	1		2		3		4		5	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	0%	0%	8%	4%	0%	0%	4%	0%	80%	80%
1-10	4	4	44	36	24	12	40	28	0	4
11-20	8	16	12	20	24	20	20	24	0	0
21-30	20	20	12	24	24	48	12	28	4	0
31-40	4	8	4	0	12	4	8	4	0	0
41-50	12	8	4	0	0	0	0	0	0	0
51-60	24	20	0	0	0	0	0	0	0	0
61-100	12	8	0	0	0	0	0	0	0	0
UNSCOR	16	16	16	16	16	16	16	16	16	16
X^2	1.49		4.03		4.09		3.55		2.00	

Part E. Administration Activities Used in Supervision

Of the total time spent in administration activities what percent of this time is used in:

	Percentage Now Spent	Percentage Should Spend
1. Arranging for placement in settings in schools and/or other agencies.	_____	_____
2. Orientation activities Consider: Scheduling for and visitation to settings; discussing policies and procedures; teaching supervisees how to use equipment, etc.	_____	_____
3. Program evaluation Consider: Organizing and evaluating the over-all supervision program.	_____	_____
4. Public relations Consider: Working with agencies and individuals concerning the value and need for supervised counselor training programs.	_____	_____
5. Certification and licensing Consider: Writing placement file evaluations, working with committees, legislative bodies and others concerning hours, types of programs, etc. needed for "approved" programs.	_____	_____
6. Others (please specify *_____________)	_____	_____
	100%	100%

* Other: Program administration; administrative evaluation; planning programs; staff conferences and workshops; research.

SCHOOL	Items											
% Time Spent	1		2		3		4		5		6	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	8%	12%	0%	0%	0%	0%	0%	0%	20%	20%	84%	80%
1-10	52	56	20	16	36	16	48	20	32	52	8	16
11-20	20	24	36	32	32	20	28	40	36	20	4	0
21-30	16	8	24	24	16	44	16	36	8	8	0	0
31-40	4	0	12	12	12	12	8	4	4	0	0	0
41-50	0	0	4	12	0	8	0	0	0	0	4	4
51-60	0	0	0	0	0	0	0	0	0	0	0	0
61-100	0	0	12	4	4	0	0	0	0	0	0	0
UNSCOR	0	0	0	0	0	0	0	0	0	0	0	0
X^2	1.99		2.57		8.88		4.98		3.33		1.69	

STATE	Item											
% Time Spent	1		2		3		4		5		6	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	36%	36%	4%	4%	0%	0%	4%	0%	12%	8%	64%	64%
1-10	32	20	32	36	4	4	24	16	28	40	0	0
11-20	4	16	20	12	12	16	24	28	8	4	4	8
21-30	0	0	8	16	24	8	8	16	12	12	4	0
31-40	0	0	4	0	8	12	4	0	0	0	0	0
41-50	0	0	4	4	8	24	8	12	4	0	0	0
51-60	0	0	0	0	12	4	0	0	4	8	0	0
61-100	0	0	0	0	4	4	0	0	4	0	0	0
UNSCOR	28	28	28	28	28	28	28	28	28	28	28	28

x^2 3.27 4.29 1.24 6.58 2.94 2.36

AGENCY	Item											
% Time Spent	1		2		3		4		5		6	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	20%	30%	10%	10%	0%	0%	0%	0%	20%	20%	50%	60%
1-10	20	30	10	20	30	30	20	0	50	40	0	0
11-20	20	20	40	20	10	0	50	30	10	10	0	0
21-30	20	0	0	10	10	20	10	50	0	10	0	0
31-40	0	0	10	10	10	20	0	0	0	0	20	20
41-50	0	0	0	10	20	0	0	0	0	0	10	0
51-60	0	0	0	0	0	10	0	0	0	0	0	0
61-100	0	0	10	0	0	0	0	0	0	0	0	0
UNSCOR	20	20	20	20	20	20	20	20	20	20	20	20

COLLEGE												
% Time Spent	1		2		3		4		5		6	
	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	8%	8%	0%	0%	8%	4%	16%	12%	24%	16%	76%	76%
1-10	24	36	36	40	32	24	24	20	32	40	4	4
11-20	20	12	12	20	16	20	28	32	12	20	0	4
21-30	12	8	8	8	20	12	4	8	8	0	4	0
31-40	0	8	8	8	4	8	4	4	4	4	0	0
41-50	4	0	20	4	4	12	4	4	0	4	0	0
51-60	4	0	0	4	0	0	0	0	4	0	0	0
61-100	12	12	0	0	0	4	4	4	0	0	0	0
UNSCOR	16	16	16	16	16	16	16	16	16	16	16	16

x^2 5.30 4.22 3.47 .63 5.12 2.00

Part F. Research Activities Used in Supervision

Of the total time spent in research activities what percent of this time is used in:

	Percentage Now Spent	Percentage Should Spend
1. Demonstrating uses of counseling research Consider: Utilizing published research articles to demonstrate various techniques; requiring the supervisee to survey the research literature to gain knowledge of possible procedures to use with clients.	______	______
2. On-going research projects Consider: Requiring the supervisees to participate in on-going research projects initiated by the supervisor.	______	______
3. Supervisee research projects Consider: Requiring the supervisee to initiate and carry out own research projects as part of his supervised experience.	______	______
4. Other (please specify *______________)	______	______
	100%	100%

* Other: Research at state supervisory level; research at district level; research on program effectiveness; supervisor conducting personal research.

SCHOOL % Time Spent	Item 1 Now	Item 1 Ideal	Item 2 Now	Item 2 Ideal	Item 3 Now	Item 3 Ideal	Item 4 Now	Item 4 Ideal
0	20%	0%	28%	0%	28%	8%	52%	68%
1-10	20	12	12	12	28	0	4	8
11-20	8	16	16	4	16	32	8	8
21-30	12	40	8	36	4	28	4	4
31-40	4	8	4	12	4	16	0	8
41-50	12	16	12	20	8	12	4	0
51-60	4	0	8	8	0	0	0	0
61-100	16	4	8	4	8	0	24	0
UNSCOR	4	4	4	4	4	4	4	4
X^2	13.21		15.09**		19.61**		9.87	

** $p \leq .05$

STATE	Item							
% Time	1		2		3		4	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	20%	8%	28%	8%	20%	8%	64%	64%
1-10	20	12	4	12	8	4	0	0
11-20	0	4	4	16	4	8	0	0
21-30	12	24	12	8	16	16	0	0
31-40	4	8	8	20	12	8	0	0
41-50	8	4	0	4	0	4	0	0
51-60	0	4	0	0	0	0	0	0
61-100	4	4	12	0	8	20	4	4
UNSCOR	32	32	32	32	32	32	32	32

X^2	6.80	12.52	4.39	1.20

AGENCY	Item							
% Time	1		2		3		4	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	20%	10%	30%	0%	20%	20%	60%	60%
1-10	10	10	10	0	10	0	0	10
11-20	10	0	0	20	20	10	0	0
21-30	10	20	20	50	20	30	0	0
31-40	0	20	0	0	0	10	0	0
41-50	20	10	10	0	0	10	0	0
51-60	0	0	0	0	0	0	0	0
61-100	10	10	10	10	10	0	20	10
UNSCOR	20	20	20	20	20	20	20	20

COLLEGE	Item							
% Time	1		2		3		4	
Spent	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
0	28%	4%	32%	16%	40%	16%	60%	72%
1-10	4	4	4	8	4	4	4	4
11-20	0	16	16	12	8	12	0	0
21-30	24	20	12	24	12	24	0	4
31-40	4	12	4	16	8	8	4	0
41-50	12	24	16	8	12	12	0	0
51-60	0	0	0	0	4	4	0	0
61-100	16	8	4	4	0	8	20	8
UNSCOR	12	12	12	12	12	12	12	12

X^2	11.57	11.84	5.77	3.56

SECTION III. GOALS OF SUPERVISION

This section is to determine existing and ideal goals of supervision for your setting (district, state, higher education).

Please rank the types of goals listed below under which the supervision program in your setting now operates (column 1) and the order which you consider ideal for your setting (column 2).

	1 Existing Situation	2 Ideal Situation
a. Stimulation of personal growth and development Consider: Helping the supervisee to gain greater awareness and understanding of his own personality.	______	______
b. Development of a facilitative relationship with clients Consider: Helping the supervisee to establish, build and maintain a counseling relationship	______	______
c. Development of cognitive learnings and skills Consider: Refinement of past learnings, incorporation of theoretical constructs with counseling practice.	______	______
d. Integration of personal growth with cognitive learning Consider: Helping the supervisee to understand the dynamics of his own behavior and their affect on the client.	______	______
e. Integration of research findings with counseling Consider: Helping the supervisee to participate in and/or develop own research programs as part of his learning experience as well as to use existing published articles.	______	______
f. Other (please specify *________________)	______	______

* Other: develop staff relations; develop program implementation; assist schools in developing guidance systems.

Items

School	a		b		c		d		e		f	
Rankings	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
1	8%	16%	36%	16%	12%	8%	12%	24%	0%	4%	8%	8%
2	32	24	12	16	12	4	16	32	4	0	0	0
3	16	24	4	16	16	8	20	4	20	20	0	4
4	8	8	20	20	24	28	12	8	8	12	4	0
5	12	4	4	8	12	24	16	8	32	32	0	0
6	0	0	0	0	0	4	0	0	12	8	0	0
UNSCOR	24	24	24	24	24	24	24	24	24	24	24	24
X^2	2.35		4.20		3.94		5.87		2.40		2.00	

Items

State	a		b		c		d		e		f	
Rankings	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
1	12%	24%	12%	12%	20	8%	12%	8%	0%	4%	0%	0%
2	8	12	16	16	28	20	8	8	0	4	0	0
3	8	12	8	8	12	20	16	16	16	8	0	0
4	20	4	20	20	0	8	16	20	4	8	0	0
5	12	8	4	4	0	4	8	8	36	32	0	0
6	0	0	0	0	0	0	0	0	4	4	0	0
UNSCOR	40	40	40	40	40	40	40	40	40	40	40	40
X^2	2.05		.69		3.06		2.89		0.00		0.00	

Items

Agency	a		b		c		d		e		f	
Rankings	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
1	20%	10%	30%	50%	10%	0%	0%	0%	0%	0%	10%	10%
2	40	20	20	0	0	30	0	10	0	0	0	0
3	0	10	10	10	20	0	30	30	0	10	0	0
4	0	10	0	0	20	20	30	20	10	10	0	0
5	0	10	0	0	10	10	0	0	50	40	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
UNSCOR	40	40	40	40	40	40	40	40	40	40	40	40

Items

College	a		b		c		d		e		f	
Rankings	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal	Now	Ideal
1	24%	16%	40%	28%	0	0%	12%	32%	0%	0%	0%	0%
2	24	36	12	32	12	0	28	12	0	0	0	0
3	16	16	16	16	20	16	24	24	0	4	0	0
4	12	8	8	0	32	44	12	12	12	12	0	0
5	0	0	0	0	12	16	0	0	64	60	0	0
6	0	0	0	0	0	0	0	0	0	0	0	0
UNSCOR	24	24	24	24	24	24	24	24	24	24	24	24
X^2	1.20		4.80		3.73		5.05		1.03		0.00	